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ABSTRACT

This resource manual, prepared for the National Institute on Drug Abuse, is designed to provide guidance, assistance and confidence for people who have decided to organize and lead social seminars. The information suggestions and activities included in this manual are applicable and important to the facilitator of any group, regardless of the group's particular content emphasis. This manual contains a foreword, an introduction, and two parts. Part One is entitled "Understanding The Social Seminar," and is divided into the following sections; (a) The Materials; (b) The Role of the Facilitator; (c) Putting It All Together; and (d) Where Do We Go Now? Generating Alternatives in Your Community. Part Two is entitled "The Resource Kit: Aids and Activities to Help You Organize and Lead a Social Seminar in Your Community," and is divided into the following sections: (a) The Films; (b) Aids for Facilitating a Group; (c) Values Clarification; (d) Skill Building; (e) Structured Activities; (f) How to Plan a Social Seminar; (g) Evaluation; and (h) Resources. (JLL)

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the social seminar

drugs, education and society

A Resource Manual for the Group Facilitator

CG 011 267

U.S. DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE ON DRUG ABUSE

THE SOCIAL SEMINAR:
DRUGS, EDUCATION AND SOCIETY

A RESOURCE MANUAL
FOR THE GROUP FACILITATOR

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FOREWORD

This manual is the work of people who wanted to share their excitement about The Social Seminar with you. They have all used The Social Seminar extensively, in different settings, and have found it to be the right approach to drug abuse education for them. Initial preparation work and final revision were done by Robert E. Donlan, Eileen R. Ochse, Mary C. Donlan, Michael S. Liebman, and William G. B. Ochse, of The Social Seminar Training Laboratories, Bethesda, Maryland. Special thanks must go to those who isolated themselves for a week of hard work at Harper's Ferry, West Virginia, in order to compile this resource manual. They are Leslie Agutter, Salt Lake City; Wayne Paulson, Minneapolis; Jim Evans, Minneapolis; Barbara Burke, Kokomo, Indiana; Doug Bernon, Elbert, Colorado; and Kathy Hintz, Alexandria, Virginia.

THE SOCIAL SEMINAR RESOURCE MANUAL

This resource manual was designed to provide guidance, assistance, and confidence for people who have decided to organize and lead a social seminar. However, the information, suggestions, and activities included in the manual are equally applicable and equally important for the facilitator of *any* group, regardless of the particular content emphasis.

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INTRODUCTION

In the following pages we are going to be sharing ourselves with you. We thought that it would be good for you to know more about us.

WHO WE ARE? A group of persons from diverse backgrounds with diverse life experiences, united by one common experience: extensive use of The Social Seminar for drug education.

HOW DID WE GET HERE? Throughout several years, many people were involved in creating the materials for The Social Seminar. Other persons gradually developed activities using these materials. We were asked to pull it all together in this manual.

WHERE ARE WE COMING FROM? It has been our collective experience that the "state of the art" in drug education has changed rapidly over the past few years. In the beginning there were words, and the words were facts, pharmacology, scare tactics. These techniques were used in the hope that people, mainly young people, would turn off of drugs on the basis of information provided by "the experts," folks like us.

As most of you know, it didn't work.

Some programs then got people talking about drug-related issues—Why do people use drugs? Why do they want to feel high? What is the difference between drug use and drug abuse? Or is there a difference? When discussing these questions, people started seeing drug abuse as something quite different from merely a problem to be stamped out; they began seeing it as a symptom of a much more complex problem: the task of living and coping in America today.

Some of us were forced to realize that something more was needed, something that went beyond facts and concepts and dealt with the person underneath. What was happening to that person? What was his/her world like? We needed to know. We had some hunches. Maybe this person wouldn't be choosing to use chemicals destructively if he didn't hurt inside, or if he liked himself a little better, or if he had some idea of where he wanted to go in life and of ways of getting there. Maybe he needed some time and tools so that he could think about himself and bounce his ideas off other people. Maybe by doing such things, he could get in touch with what he valued in his life and with what he wanted to choose for himself. And, maybe, after this reflective process had begun, he could make a more positive response to life.

Out of these ideas an additional aspect of drug education began to develop; it was very personal, very value-oriented. We sensed this change of emphasis but needed to know where to go from there.

We became involved with the Social Seminar, a drug education process developed by the National Institute of Mental Health and the U.S. Office of Education. It approached drug education on all three levels: fact, concept, and values. The Seminar opened up new avenues to us for communicating our concerns, interests, ideas, and fears about drugs to others.

It worked.

WHAT WORKED? HOW DO WE KNOW? The Social Seminar was the tool we were looking for. It allowed us to explore with others the broad range of our American chemical use experience in terms of the drugs themselves, the educational process, and the social settings. It allowed us to talk about people . . . real people . . . (ourselves) . . . as opposed to things (i.e., needles, reds, joints, etc.). And by talking about people instead of things, we learned to respect each other's individuality, to care about each other.

We learned that drug abuse, or any other kind of abuse for that matter, found roots in not caring about ourselves and others, *not hearing, not seeing,* and *not feeling.*

It began to work; we opened up, and those we interacted with opened up, and, in the midst of it all, people found themselves freer to learn, to grow, and to change.

With the Social Seminar as a tool, participants in our programs discovered some things about drugs, discovered some things about the nature of contemporary society, and discovered some things about themselves in a unique and exciting way.

What we, the writers of this manual, want to do is turn you on to some of the approaches we have used and to help make these things happen.

HOW DOES THIS WHOLE PROCESS GET STARTED? The Social Seminar includes 18 films, a programed text on drugs (*What Will Happen if . . . .*), a role-playing simulation game (*Community at the Crossroads*), this guidebook, and *most importantly,* you (the facilitator) and the participants.

People learn in different ways. The approach of the Social Seminar takes this into account. Accurate pharmacological data on legal and illegal drugs are available to the participants in printed form. Powerful films provide an audio-visual stimulus for thought and discussion. Strategies and activities allow participants to learn by doing. Role playing facilitates learning by putting yourself in an unfamiliar "skin," experiencing how others might feel and act in a situation.

The Social Seminar is a flexible enough vehicle so that the facilitator can talk with the participants concerning their own personal needs and develop a program to meet those needs. The films may be used individually, in a series of two or three, or as a set. A Social Seminar experience may be structured as an evening presentation, a weekend workshop, or a full 40-hour seminar. It provides a learning experience that is effective with teachers, parents, community leaders, students, or other interested persons. It can be a vehicle for learning about drugs and related social problems: sex, family conflicts, human relations, community action, etc. It can also be a tool to help participants learn about themselves, the first step to understanding others.

WHO IS THIS MANUAL FOR? This manual is for you—the facilitator of a Social Seminar experience. We have made a few assumptions about you in writing it. We think that you have somehow become interested in the Social Seminar's approach to drug education. We think that perhaps you have had some kind of group learning experience and want to provide this opportunity for others. We think that you care enough about doing this work that you'll look through this manual to see if it will help. We hope it does.

HOW DO YOU USE THE MANUAL? This material reflects some of the approaches that we have found useful. We want it to serve as a take-off point for leaders who haven't had much group experience. We hope that it stimulates your own inventiveness and creativity in making the Social Seminar an exciting process.

Please note that, throughout the first four sections in this manual, we have periodically developed exercises for you as the facilitator to do. These are meant to help you focus on some of the points being made. These exercises are noted by enclosure in boxes.

The manual is organized along several topical lines:

1. MATERIALS. You will learn about the "tools" of the Social Seminar: the films, the role-playing activity, and the programmed learning text.
2. THE FACILITATOR. You will become familiar with the facilitator's role, the skills needed, and ways to develop them.
3. PUTTING IT ALL TOGETHER. You will see how the facilitator can use the materials and his/her skills to help a group grow as a group, and help the participants grow as individuals.
4. WHERE DO WE GO FROM HERE? You will learn about steps which can be taken before, during, and after the seminar to ensure that the growth will continue and that new activities will emerge. This section will introduce you to alternative approaches to the problems of drug abuse and drug education which your group might want to explore.
5. "THE RESOURCE KIT." Here you will find the "how-to-do-it" material for conducting a seminar: discussion guides, strategies, sample agendas, etc. These are meant only as

examples and guides. The first four sections of the guide will provide you with background information which will help you build upon the examples given here.

6. RESOURCES. You will find listed here additional published and agency resources which you might find helpful.

PART I: Understanding the Social Seminar

A. The Materials
B. The Role of the Facilitator
C. Putting It All Together
D. Where Do We Go Now? Generating Alternatives in Your Community

A. THE MATERIALS

The Social Seminar films portray real people as they are followed by cameras through their daily routines. There are no actors or scripts. There are no intentional plots, morals, or lessons. These open-ended films, "slices of life," are chosen for their ability to stimulate thinking and feeling and to evoke discussions among viewers.

However, the films alone are not a Social Seminar. Nor are they magic. The Social Seminar takes shape as the films are used, as the participants begin to talk and interact with each other, questioning and learning from the real people in the group. This interaction is the essence of the Social Seminar.

Unlike most educational films, these are designed for more than just what takes place on the screen. While the facts and events are significant, the films are merely a springboard, a starting point for people to use as a means of examining their own attitudes, beliefs, and values.

The Film Experiencer

The Social Seminar has been designed to take advantage of each person in the group as a resource, as an experiencer of the film and each other. Most people are accustomed to thinking of educational films in a certain framework, and these films just don't fit. They are *not* self-contained teaching aids with factual information packaged with clever beginnings and tidy endings. To help participants use the films well, the following chart represents one way of looking at a film-watcher as opposed to someone in a Social Seminar (a film experiencer).

FILM WATCHERS	*FILM EXPERIENCER* (Social Seminar)
primarily are viewers: looking for facts, answers, and solutions;	also are viewers, but look for ideas, attitudes, and questions to ask of themselves;
expect a beginning, middle, and end to a film;	do not expect a plot to unfold but do expect to see people living out one portion of their lives;
look for lessons to be followed or morals to be integrated;	are not looking for lessons but are attempting to compare and contrast what they see with their own lives;
watch to gather information.	watch for the purpose of drawing their own conclusions.

Film watchers can be "nudged" into the film experiencer's category before any films are shown. A comparison of the two sets of expectations with the group often helps set the scene for "experiencing" rather than "watching."

Discussion Model

The following model presents one way to help people experience a Social Seminar film.

INTRODUCTION
PRE-FILM ACTIVITIES
FILM
POST-FILM ACTIVITIES
DISCUSSION
SUMMING UP

The *introduction* to the film is used to help people establish a mind-set about the use of the film and some of the issues with which it deals. The *pre-film activities* are used to explore some of the issues in a short period of time even before the film is shown. This structure helps people discuss issues and frequently stimulates discussion more quickly after the film. *Post-film activities* can be used as quick starters for discussions. *Summing-up* activities at the end of discussions often give people a sense of more completeness after having seen a movie which is intentionally open-ended. To go through each step of this process with each film would, of course, take too much time for the group. This is just a fairly complete model from which to pick and choose, for each individual film and group.

Included in the Resource Kit at the back of this handbook are sample suggested activities which cover these categories. Film synopses are also included.

Naughties of Communication

Because this use of film and discussion is unfamiliar to some people, it can, on occasion, take time for people to get on the right track. One thing the facilitator can be on guard for, especially at the beginning of seminars, is what some facilitators call the "naughties of good communications."

The following list highlights the kinds of naughties which get in the way of good discussions. When these evil creatures surface too often, it's a safe bet that people are not dealing with their reactions and feelings and each other, but instead are using defense mechanisms or quick cop-outs that avoid real issues. Many leaders go over this list at the beginning of the seminar or after the first or second film, to help people avoid certain unhelpful behavior before it becomes ingrained reaction.

"*Sound Quality.*" Sometimes people have not heard a particular line or two, but, if that is all that is talked about, it's a good chance the people heard a great deal they would rather ignore.

"*Quality of Filming Techniques.*" Maybe a wide-angle lens should have been used for some scene instead of a telephoto, but that is probably less important than what was happening on the screen. Cinematic criticism can be reserved for a special time for those who are interested.

"*Camera Consciousness.*" Such comments as "She never would have said that if the camera wasn't there" may be accurate, but more significantly, did the viewer agree or disagree with what was said?

"*Projection.*" Such comments as "He acts like that because he has no mother," or "She will stop doing that when she grows up" are not helpful for the group in understanding what the speaker thinks. Also, we were not there to see a person's past, and, unless a film is made about the person 10 years from now, we can't be sure of what will happen. So where can we go with the discussion? Probably not very far. It is more helpful to discuss one's reactions and feelings than to look into the past or try to predict the future.

"*Appropriateness of the Film.*" Some films will be more appropriate to some audiences than others. Groups find it more helpful to discuss appropriateness after they have seen a number of films instead of haggling after each one. Frequently, if groups center heavily on this subject, they are avoiding dealing with their more personal reactions.

"Footnoting." When someone quotes Freud, Shakespeare, and the latest big name in sociology to back his/her point after a film, he/she is usually inhibiting discussion with such "expert testimonial." It is always better to give one's *own* opinion rather than that of an expert; it means more to the group.

"The 'I CAN'T RELATE TO THAT' Syndrome." If someone cannot relate to anything in a film, chances are that person is not looking very hard at the screen or him/herself and may possibly be blocking identification. Frequently, we cannot relate to experiences of others, but surely we can all relate to emotions that a person has expressed or exhibited.

"Prefacing." When somebody continually starts sentences with prefaces like "You probably won't agree with this, and you are probably right, but . . ." he/she is often making others angry by refusing to uphold his/her ideas. It is best to point this out early to keep the group from turning off. Prefacing becomes less common as group members begin to trust each other more and become more comfortable risking their true feelings or attitudes.

Along this same line, people sometimes say "You" when they mean "I." This, too, can cause difficulties. People don't like to be told what they believe; they want to know what the speaker believes. For example, if someone says "You can't get by in this society without a college education," a participant who has managed very well on a high school degree might get very angry. What the speaker really meant was "I could not get by without a college education."

"The 'I FEEL THAT' Syndrome." When some people say "I feel that" they are expressing a thought, not a feeling. When people use the expression, "I feel," it must be followed by an emotion (happy, sad, excited, nervous, joyous, tired, etc.) or it is not a feeling. This can be frustrating to the group. They will get tired of hearing an *opinion* when they expect a feeling, and soon they will not listen at all.

When people stay away from these subjects and behaviors, it is generally much easier for the group to deal quickly with its reactions, feelings, and values.

The Social Seminar films are open-ended, and thus can be used to stimulate discussion on many different levels and many different topics. Before using any of the films, we recommend that you see them several times so that you feel comfortable with the content and the possible areas of discussion.

Discussion guides, with activities and strategies, are given in the Resource Kit at the end of this handbook. How closely you stick to the suggestions will depend upon your familiarity with the individual films and your comfort with each. Remember, the guides are put here to help you but not to limit you. Use as much or as little from them as you feel is helpful.

What Will Happen If . . . (The Programmed Learning Text)

Pharmacology has always been a difficult topic to handle in drug education programs. If the group facilitator is well-versed in drugs and their classifications, there is a tendency to place heavy emphasis on pharmacology. If the facilitator's skills are more oriented toward human relations and group process, pharmacology may not be discussed very much at all.

The "What Will Happen If . . ." text is included in The Social Seminar materials to aid the facilitator in putting pharmacology in its proper perspective. However, it is still the duty of each facilitator to do creative things with the "drug" part of drug education, because it can be the most sterile and boring aspect of the entire program if not done well.

When working with a Social Seminar group and the programmed learning text, remember:

- Some group participants will have pharmacological information very high on their agenda of what they expect from your workshop. Often, these people will be unwilling to get deeply involved in what they perceive as "non-drug-related" activities until their need for facts about drugs has been met. It would be good to provide optional sessions, workshops, or speakers to cover this need.
- It is important to remember that the so-called "facts" about drugs are changing almost daily as new research is completed. This will frustrate some group members who are looking for

justifications for their own point of view on drugs through pharmacology (e.g., "Marihuana is very dangerous," or "Marihuana is totally safe.") Be prepared to have your factual information questioned. If you do not feel well-versed on this part of the content, you might wish to consider a resource person or a coleader.

- A basic starting point for all pharmacological discussions is that there are really only three basic acceptable facts about drugs: (1) Some drugs depress or slow you down, (2) some drugs stimulate or speed you up, and (3) some drugs do neither. From this point most of what is known and usually stated as truth is much closer to current opinion than universal fact. This statement also applies to the information provided in "What Will Happen If . . .".
- It is better to steer adult participants away from heavy use of drug slang. Better to use the proper chemical names for drugs than spend a lot of time memorizing slang names which change often and are different in different States, towns, and countries.
- When choosing a drug expert to speak on pharmacology, remember that a scientific knowledge of drugs and their effects in the laboratory has very little to do with "What Will Happen If . . .". Drugs are taken on the street. Try hard to find a lecturer who combines street knowledge with lab knowledge. If you can't find the rare individual who can do both, it is better to have two persons—one "street" and one "straight."
- Remind participants that all the pharmacological information in the world has not done much to dissuade us from using and abusing chemicals. Drugs do work. They do make people feel good; they provide pleasure; and most users are willing to take the risks involved to get the pleasure the drugs give. Therefore, if your participants are looking for a pharmacological weapon against drug abuse, they are going to be disappointed.
- In using "What Will Happen If . . .," it is good to let the group have the workbook before the session or after the session, so they can study it at their own pace. This is the purpose of a programmed text.
- Create games or exercises around drug issues. A "fun" question might be:

  "Guess What This Is?"

  1. Some experts have found evidence of chromosome damage caused by it.
  2. Sociologists feel it leads to a breakdown of family communications.
  3. It leads to psychological dependence.
  4. The young seem especially susceptible to it.
  5. It is found in the ghetto as well as suburbia.
  6. It is a favorite with housewives.
  7. It comes in various colors, shapes, and sizes.
  8. It is also popular with salesmen when "on the road."

  ANSWER: *Television*

- Have fun. Don't be intimidated. Be creative.

A Community at the Crossroads: A Simulation Game

A simulation game is simply a larger extension of role playing. Materials for the Social Seminar simulation game *A Community at the Crossroads* are provided in The Social Seminar. The exercise takes about 3 to 4 hours to complete. You have access to:

a. Director's Guide—gives suggestions for facilitating the game
b. Player's Manual—provides background information on each character and on the community
c. Role descriptions—outline the attitudes and responses of each character to the "drug problem" in Cummington (Anytown, U.S.A.)
d. Reports—by the clergyman, chief of police, and the budget director

Some people in Cummington think that they have a drug problem. Some citizens have assembled to decide what their response should be. The plot begins to thicken. Your group can provide its own unique conclusions. *Crossroads* can be used well with the film "Community in Quest" and also as a trial run for some kind of action planning your group might want to do if they are concerned with the drug question in the community and wish to respond to it.

B. THE ROLE OF THE FACILITATOR

This section is both a "how to" and a guide with which to explore the possibilities of what facilitators' roles may be for you in any given situation with any given set of people. We believe that an effective facilitator is a person who learns in the process of doing; one who is open to experience; one who listens, accepts, observes, identifies, analyzes, generalizes, and evolves. There is no such thing as a perfect facilitator, or one best facilitating style.

The facilitator can be anyone interested in learning about him/herself, other people, and groups. The job involves getting people in touch with people and exploring the dynamics of coming together—the "how, what, when, who" impact of the group experience.

To serve a group as a Social Seminar facilitator involves a number of considerations. The following list and discussion represent some of the things you'll need to consider. First, you are given a definition of each issue and some hints from experienced facilitators. Then, you are urged to think about how each might relate to you and the group(s) you will be serving. The issues covered include:

getting ready/setting up
informing/helping participants feel comfortable
climate building
assessing needs
observing
handling situations
structuring and implementing
evaluating
thinking before you decide to facilitate

Getting Ready (Setting Up)

A great part of the success of a Social Seminar is determined by what happens before the group ever comes together.

Facilities. The room(s) should be as comfortable and flexible as possible. Different seating arrangements will be required for film viewing, group discussions, and small group experiences. Meet with the people responsible for the building and understand their safety and maintenance requirements; let them know your needs and time schedule. A key to the room is useful at times.

Equipment. You'll need a good projector which you can run and an extra projector bulb for replacement purposes. You may need extension cords and plug adapters and may want a backup projector.

Materials. Pencils, scratch paper, a watch, etc. will be basic needs. You may want to use large pieces of paper (newsprint), marking pens, and masking tape to record and post information on the walls. Make sure you have all the films you'll need and sufficient copies of other materials.

Household. Groups often like to have refreshments available. Also make sure there are ashtrays, wastebaskets, etc. available.

Selecting Participants. People coming to a Social Seminar will have a number of concerns that should be handled before they arrive. Participants should know generally what will be happening, what the schedule will be, what to bring, what to wear, who will be there, and why the whole thing is happening. The more you can tell participants beforehand, the more relaxed they will be upon arrival.

The following is a checklist for helping you to get ready.

CHECKLIST

Item	Number needed	Where available	When to be provided
Equipment			
projector			
screen			
extra projector bulb			
extension cords			
plug adapters			
Materials			
films			
newsprint (butcher paper, or . . .)			
newsprint stand-easels			
pens (marking and other)			
masking tape			
construction paper			
(name tags)			
pencils			
scratch paper			
watch or clock			
Household			
coffee pot			
hot plate			
instant coffee			
hot chocolate, etc.			
sugar and sugar bowl			
cream and cream pitcher			
napkins			
spoons			
paper towels			
waste baskets			
ashtrays			
goodies (refreshments)			
key to room			

Different people find different settings more comfortable than others. The basic issue of seating arrangement, for example, finds some people most comfortable with lounging on the floor and others more comfortable sitting in rows facing the front of the room. Consider the following continuum:

Formal Classroom Rows	*Circle of chairs*	*Lounging on the floor*

Put an X on the continuum where you think most people in your group(s) will be most comfortable when they initially come together. Put a Y on the continuum where you think they'll feel most comfortable at the end of the experience. Put a Z that represents where you feel most comfortable in a group. Looking at the X, Y, Z, complete this sentence:

I learned that I ____

____

____

Informing (Helping Participants Feel Comfortable)

There are certain basic facts which the facilitator can give the group at the beginning of the workshop in order to avoid unnecessary interruptions of the mood later on. Knowing the mechanics of the day (when breaks will occur, how refreshments will be handled), the location of physical facilities, such as restrooms and water fountains, and the expectations you as a facilitator have of the group, will take care of some of their needs at the beginning. By relaying this factual information, you will draw out other concerns they might have which can also be handled then.

The group will probably want to know a little about you, even if they don't verbalize this. Sharing a little information about yourself and what you plan "to do to them" can handle this expectation and at the same time set an example for comfortable sharing in the group. Once they have learned a little about you (the facilitator), they will want to know a little about each other. Start-up activities such as name tags will help. (See Resource Kit.)

Building Climate

Climate is people, their environment, their comfort, and their willingness to help those around them feel accepted and included. When people feel good about themselves and those around them, the climate of the group is a positive experience. Within a positive climate, people are more likely to be open and honest, to share feelings and ideas, to encourage sharing in others, to accept the emerging differences, to risk, and to develop trust.

Ground rules—Building a positive, accepting, trusting climate is a slow process. It does not occur at the beginning of a group experience; however, development begins with the beginning session. One way to provide opportunity for a positive tone and mood is to set two simple ground rules:

> *The right to pass*—Each person is allowed to participate or not participate without question, or even to stop participating at any time during an activity, if he/she feels that action will be the best thing for him/her at that time.
>
> *Every answer is a "right" answer*—Opinions and feelings are expressions of a particular person's state of mind at a particular time, and that person is the best one to decide what is "right and wrong" for him/her. It's a matter of ownership—personal responsibility for what each person thinks and feels and an awareness that only the owner can initiate change. "I'm right; you're wrong" becomes "I'm right for me; you're right for you" without the implication that I agree with your opinion or that you need agree with mine. This allows for sharing without the fear of being put down or criticized.

Other ideas for encouraging the development of a positive, open climate deal directly with risking and trust. Some are described in the Resource Kit.

Role Model: The facilitator can demonstrate acceptance and trust to the participants by the way in which he/she interacts with them. The facilitator is, in essence, a model. If you as a facilitator are warm and accepting of the participants and their ideas, opinions, and feelings, they are more likely to respond in that way to you and potentially to others.

Group Decisionmaking: Negotiating decisions with the group allows participants a sense of involvement in planning. A first negotiation might deal with how the group will make decisions—by majority rule, consensus, etc. Throughout the course of the experience, questions will come up: "What's going on?" or "What should we do when . . .?" Many of these questions can be directed to participants—"What do you think we should do?" or "How can we approach this as a group?"

A sensitive facilitator soon learns that everything contributes to the climate of the group. He/she also learns how to encourage those physical and emotional influences that help build a positive tone and mood.

Climate Exercise: "Every answer is the right answer for that person at that time." This ground rule is more difficult to honor at some times than it is at others. Below is a series of statements that you might well hear as you facilitate a Social Seminar. Check those you would have some trouble feeling accepting about.

______________"Alcohol is not a drug."

______________"Alcohol is a drug."

______________"Marihuana leads to hard drugs."

______________"Marihuana should be legalized."

Assessing Needs

The Social Seminar is designed to be useful to a variety of individuals. The selection and ordering of films, the focus of discussions, and the activities all can be tailored to an experience that will best meet the needs of any particular group.

The term "needs" is not magical. Select your own preference from:

needs
objectives
desires
outcomes
ambitions
aims
motives
determinations
problems
concerns
hopes
goals
products
results
learnings
new knowledge
skills
directions
achievement goals

Before the session: At times it will be possible to collect needs by writing or talking to all participants before the actual session. This can be invaluable in setting up the facilities and in planning for guest experts and other resources. It is probable, however, that needs will change somewhat during the experience. Therefore, continuous attention to needs is essential.

Early in the session: Spend some time with activities that will result in concrete statements of the groups' goals for the seminar. Post the statements, or a boiled-down version of them, in clear view.

During the session: Honestly attempt to make the activities of the seminar match the expressed needs. Do not expect to satisfy all needs—just do what you can to see that the needs are addressed. The participants themselves will have resources to meet each others needs. Always allow for the addition to or crossing out of the statements you posted the first day. In fact, make sure that you create times in the schedule for the group to reflect on their needs—"Are we addressing them? Have they changed?"

At the end of the seminar: The statement of needs can be used as a most relevant evaluation of the experience. "Did we do it?" The list can also be useful in helping participants set some additional learning goals for the future.

After the seminar: Distribute copies of a list of names and addresses of all participants to encourage them to communicate and to continue to meet each other's learning goals beyond the seminar.

You will find in the Resource Kit at the end of this manual a variety of suggestions on techniques the group may use to assess their needs.

List all the needs you think you must satisfy before you will be comfortable in facilitating your next Social Seminar.

____

____

____

____

____

____

Cross out any needs you've listed which you don't feel will be met in time.
Put an X by all needs that are for information.
Put a star by all needs that you think are especially important.
Then complete these sentences:

I will ______________________________

I wish ______________________________

I feel ______________________________

I ______________________________

Observing (Listening to and Watching What's Going on)

Observation is important in terms of trying to identify objectively what is going on at any given time in the group. Various behaviors can be clues to the action or nonaction of the group. Here are some things to look for.

Verbals: What is being talked about? What is the focus of the discussion—fact, opinion, feelings? How is it being discussed—by argument, moralizing, convincing (I'm right; you're wrong), by sharing personal experiences, by questioning, by stating?

What is the noise level of the group? Is it high? Low? When does it change? How quickly?

What kinds of questions are being asked? Those that can be answered with a yes or no? Questions that encourage more talking and exploring of the issue? What are the tones of voice? Loud, soft, harsh, gentle, or flat?

Who is talking? Is one person doing all the talking? Two people? How many of the group are participating? Who is talking with whom? Who is not talking with whom? How much interrupting is going on? How open or closed is the discussion?

Nonverbals: How much movement is going on (changing of position)? Does the group seem comfortable? What kind of body positions are the participants in? Are they leaning forward in their chairs or leaning back? Is there a consistent group posture? Has anyone physically drawn his/her chair outside or further inside the grouping? Has anyone turned his/her back to anyone else?

1. In the next group of which you are a part (family group, work group), focus on the observation of behavior. First, look at the verbal patterns (level) and then at the nonverbal levels. Following your observations, try writing in descriptive terms what behaviors you noted, what effects you think behaviors might have had on the group and on the individuals within the group.
2. Focus on the interaction between yourself and another person and observe the other person's nonverbal behavior. Write down your observations and what effect the other person's action had on you.

   When the other person leaned toward me I felt or I thought ______________________________

   ____

Intervening (Handling Situations That Come up)

Unexpected things happen whenever a group is working together. The projector breaks down. Someone is offended by something. A small group gets excited about working on a particular issue when everyone else is ready for something else. An argument breaks out.

The art of making the unexpected a part of the group's learning experience is called "intervention." Sometimes this means simply getting past the obstacle as soon as possible. Sometimes what appears to be an obstacle becomes a productive experience because of an intervention.

Naturally, we can't predict the unexpected, but some general categories of interventions can be described:

The difficult and delicate art of doing nothing: Sometimes the most powerful thing a facilitator can do is to do nothing. When something unexpected occurs, participants will look to you for guidance. You are going to want to do something effective and well chosen for that moment. But groups become most independent and self-responsible when they must take care of themselves. By taking no action to solve the problem, you sometimes create a powerful motivation for participants to handle their own dilemmas. This can be learning at its best! If you do everything for your group, helping them over silent periods, posing all questions for a discussion, and coming up with solutions that they could come up with on their own in good time, the group will find it unnecessary to direct themselves. "Nothing" is often a good first intervention because it gives you some time to think about what you will do if "nothing" doesn't work. In good facilitation—"More is Less and Less is More." Even though it is difficult to do nothing, it usually pays off!

Describing what you see: A very simple intervention is to report to the group your perception of what is happening without any evaluation or suggested course of action. "I see us talking about football instead of the film" or "I sense that tempers are rising" or "We seem to be having a hard time getting into this activity." The group can then focus on the obstacle and is consequently better able to arrive at a solution.

Describing your feelings: This intervention involves describing what you perceive is happening and indicating how you feel about it. "We're discussing national politics instead of community resources, and I guess I'm uncomfortable about that," or "This argument is getting pretty intense, and I'm anxious about where it's going." This reporting of feelings without laying blame on anyone can be a powerful stimulus for a group to come to grips with the problem.

Asking for help: A stronger intervention involves describing what's going on, reporting your feelings, and appealing to the group for a decision. The questions "Does anyone else feel the same way?" or "How many of you feel that way?" are mild appeals. To ask "Can't we do something about that?" is a strong appeal.

Strong action: This intervention entails more risk by the facilitator because he/she imposes direction on individual participation or the group as a whole. There are gentle ways to impose directions, and there are also very powerful ways. Much depends on the choice of words, the tone and volume of your voice, facial expressions, body posture. A strong intervention may range from a gentle interpretation to a powerful and direct instruction, from "I think something is bothering you" to "Why don't you leave the room until you can calm down?"

Other strong interventions may include:

> *Touching*: Anything from reaching out to someone who is upset to separating combatants.
>
> *Verbal censure*: Comments from "I think that what you're doing doesn't fit this situation" to "Your behavior is destructive to the group."
>
> *Reinforcing limits*: Remarks from "We agreed not to break until after this activity" to "Neither of you is following the rule of allowing Bill to pass without question."
>
> Strong action is usually the last resort, implemented only to avert a potentially destructive situation or to protect a participant. Caution should be exercised.

The following situations could (and have) occurred in Social Seminars. In each case, which intervention would you probably make? Rank the interventions from: 1 for most likely to 5 or 6 for least likely. There are no correct answers. Rather, your answer is the right one for you. At the end, you will be able to observe the type(s) of intervention which you use most frequently.

a. doing nothing
b. describing what you see
c. describing how you feel
d. asking for help
e. taking strong action

1. You have agreed to facilitate a Social Seminar in a school near you. As you arrive in the room to begin the first session you are informed, "We had to switch you from the faculty fireside room to the auditorium." What would you do?

________a. Nod and go off to set up a circle of chairs on the stage.
________b. Say, "The auditorium is large, isn't it?"
________c. Say, "I guess I don't think that the auditorium will suit our purposes."
________d. Say, "We wouldn't meet there. You'll have to help us find somewhere decent."
________e. Say, "Can't we find a better place?"
________f. Other.

2. You've completed relating everything you could think of about mechanics and asked if there were any questions. A participant says, "I'd prefer it if we had a rule against smoking in the room?" What would you do?

________a. Look around the group to see how the others react.
________b. Say, "There's a request on the floor."
________c. Say, "I feel that's a reasonable request."
________d. Say, "How should we settle this?"
________e. Say, "O.K., unless someone objects, we'll operate with that rule."
________f. Other.

3. After viewing the first film, two participants start arguing about the main character, both insisting that their assessment is right. What would you do?

________a. Watch the argument develop in hopes that another participant will deal with it.
________b. Say, "You two seem to have different views."
________c. Say, "I'm concerned that we have no rules for arguments yet."
________d. Say, "How should we settle this?"
________e. Say, "Remember, you each have your own right answers."
________f. Other.

4. It becomes obvious after a while that the students are always in a group by themselves and the adults in another. There's very little talking between groups. What would you do?

________a. Keep your eye on the situation and hope that contact will develop.
________b. Say, "There seems to be two separate groups here—students and adults—with little talking between them."
________c. Say, "I feel that we're missing something when students and adults aren't saying much to each other."
________d. Say, "Could we do something to mix up more in discussions?"
________e. Say, "Let's number off by fours to form our next group."
________f. Other.

5. You're into the second day. One particular person has tended to dominate the large group discussions with tales of his own experiences. What would you do?

________a. Wait a while longer to see if the rest of the group might take him on.
________b. Say, "I've noticed that one person seems to have done most of the talking."
________c. Say, "I'm concerned that most of the group haven't had much chance to share their opinions."
________d. Say, "Say, Jim, could I ask your help with something?"

________e. Say, "Jim, I would like to give you some feedback on yourself."
________ f. Other.

6. The only two nonwhite participants have withdrawn more and more from the group. They are continually asked "How do your people feel about the issue at hand?" but that's about the only interaction that occurs. What would you do?

________a. Nothing.
________b. Say, "I see the group expecting Mary and Estelle to speak for everyone who has their skin color."
________c. Say, "I'm concerned that Mary and Estelle seem to be less involved now than they were at first."
________d. Say, "I think we need to deal with the way we're relating to Estelle and Mary. Are you willing to get into that?"
________e. Say, "O.K., now I'm going to show the film 'You Got the Same Thing, Aintcha?', and we'll use it as a way to get at what's happening in our own group."
________ f. Other.

7. You've noticed some apathy after lunch on the second day and decided to do a quick energizer. As you're giving instructions, someone breaks in with, "Hey, I'm sick of games! Let's get on with it." What would you do?

________a. Say, "You always have the right to pass."
________b. Say, "You're tired of this kind of activity."
________c. Say, "I felt a group need for something to get us going this afternoon."
________d. Say, "How many of you feel the same way?"
________e. Say, "This will take about 5 minutes" and go on with the instructions.
________ f. Other.

8. Near the end of the second day most of the group become excited about an issue and ask for an evening session to continue their exploration. What would you do?

________a. Leave it to participants to organize the session.
________b. Say, "I'm open this evening if you do decide to meet."
________c. Say, "I wonder how our energy levels would be if we added a session?"
________d. Say, "How do we organize this?"
________e. Say, "O.K., let's meet back here at 7:30."
________ f. Other.

9. About half of the participants attend the optional evening session. The next morning the ones who attended begin talking about what a great experience it was. The rest of the group remains very quiet and appears uninterested. What would you do?

________a. Let things go a while before starting something for the group.
________b. Say, "I think two separate groups have developed because of last night."
________c. Say, "I'm almost sorry we met last night because I see it splitting the group today."
________d. Say, "How do we bring the rest of the group into that experience?"
________e. Say, "Everyone who was here last night line up on this side of the room and everyone who couldn't make it, line up on that side. Count off by threes and let's get in some small groups and share what it feels like to be in on something and how it feels to have been left out."
________ f. Other.

10. You're nearing the end of the Seminar, and someone asks "what does all this have to do with drugs?" What do you do?

________a. Sit back and see how the other participants answer the question.
________b. Say, "You don't see any connection between what we've been talking about and drugs."
________c. Say, "We haven't talked about that specifically. I really think we should get into that."

________d. Say, "What would the rest of you say?"

________e. Say, "Drugs are simply the vehicles used by some people to reach certain feeling states which can also be reached nonchemically. Drug abuse, therefore, is more a people-problem than a problem of chemicals, per se. We've really been discussing drug abuse prevention all along when we've considered such things as. . . ."

________f. Other.

Once you've ranked the interventions in each of the 10 situations, add the totals for each choice a, b, c, d, e, and f. In that way you can see some patterns of responding emerge.

TOTAL OF RANKS (The lower the total, the more likely you would be to intervene at that level when a problem or question arises.)

a.________ Doing nothing.
b.________ Describing what you see.
c.________ Describing how you feel.
d.________ Asking for help.
e.________ Taking a strong action.
f.________ Other.

Remember, whatever your answers, they are *your* right answers.

Structuring and Implementing

Being a facilitator implies helping something happen, and in this case it is the Social Seminar. You are in charge, and you must decide what this means for you. Some facilitators say a lot; some say very little. Some facilitators prefer a tightly timed agenda; others prefer more flexibility. Some are very directive; others less so. Some use page after page of newsprint; others wouldn't be without a tape recorder. Only one thing is certain: Your own ever-changing style is the best style for you. Experimenting will help bring you to your level of most comfort.

Running a Social Seminar involves a number of decisions:

Time: What time is best to start, to break, to finish. These issues should be decided as a group in order to maximize the group's cooperation with the limits set. Knowing how much time to allow for each activity comes with familiarity. However, a few rough time hints are given in the Resource Kit at the end of this manual. Extra time may be needed for processing, forming small groups, giving instructions, etc.

Talking it out (processing): Processing is a way of getting into what happened in a particular activity, and the reasons, the dynamics, behind it all. It is looking at what people said, what they did, and how they felt about the experiences.

Energizing: Energizers are just for fun. (Some are described in the Resource Kit.) They can be used to get a group going when everyone seems tired or sluggish, or they may be used for no reason at all except for fun.

Creating learning experiences: A basic part of creating anything is mechanics and the "how to" involved in any activity. Comfort comes with practice. You may want to practice in advance, become familiar with instructions, with the order of what's scheduled to happen, or outline theory on newsprint before the session. Preparation can eliminate one source of confusion and save valuable time.

Other considerations of "how to" are outlined in the "Putting It All Together" section of the Resource Kit.

1. Make a list of the things you think are important in terms of running your Social Seminar workshop or class. Then rank your list—most important (#1) to least important (#622). Examples:

Agenda building
Changing
Being an expert/teacher
Being a participant/model
Nothing
Others.

2. Whose responsibility is it that things happen in a Social Seminar group? Doing what needs to be done as a facilitator means assuming some responsibilities and encouraging other participants to take on some. The agenda building in the beginning may belong to the facilitator alone, but the changes may be generated by all participants. Check where you think you are in the beginning (X) and where you want to be at the end of the group (Y).

/	/	/
Being in absolute control of the actions	Half and half	Letting the group control what goes on

When the seminar is completed, note (Z) where you think the responsibility was at the end.

3. Take your planned agenda and match it with actual sequence of events. Did you allow enough time for activities? If the direction changed, when and what do you think caused it?

What went right?
Why?
What went wrong?
Why?
How?

Evaluating (Thinking About How It's Going)

Facilitators worry. You'll worry because you care about the group and the quality of its experience. You can worry unproductively—just sit and fret. Or you can worry productively by continually evaluating what's happening and doing something about what you learn. Fortunately, there are many ways to evaluate:

Your evaluation of them: Your gut feelings about what's happening will always be the most powerful evaluation. Trust them. But make sure you ask/check out the actions you want to take because of your gut feelings. You may have been fretting over something that was not really happening in the group.

Their evaluation of you: You'll have a tremendous desire to ask participants "How am I doing?" There's nothing wrong with that, but, again, check out any contemplated actions that are based on the answers you get. The answers are good information, but they aren't the whole story.

Talk it out together: Evaluation may become most productive when you and the participants sit and talk it out together. This is particularly true when you look at the whole group's experience and not at any one person.

Paper and pencil evaluation: This form of evaluation is best used only at the end of the seminar. It gives you, the facilitator, a way of comparing different groups with whom you work. But it usually is not the best way to handle evaluation within a group experience.

Thinking Before You Decide to Facilitate a Social Seminar

If you are going to be involved with the Social Seminar and workshop facilitation, you should be aware of the following possibilities:

Risks

- You'll eventually have to examine yourself—your values, relationships, priorities, behavior, feelings.
- Your involvement can be a threat to those who haven't experienced anything similar.
- Involvement with and caring about people are very time consuming. In addition, workshop leadership will demand much physical and psychological energy. If you're already busy, you may run the risk of over-extending yourself.
- If workshop leadership is not part of your regular job description (either at home or at work) you will have to make sure that you keep up with your initial responsibilities. Otherwise you may get into hassles which could prevent you from continuing your involvement.
- There are very few ironclad, universal rules for successful workshop leadership; so much depends on your intangible sense of timing and your ability to sense what goes on inside a person or within a group. The only way to develop better facilitation skills is by leading more workshops.

Rewards

- Leading a successful workshop is really fun! The high resulting from providing a warm, fun, practical learning experience is incredibly rewarding.
- You will have the opportunity to make a difference in someone's life by possibly providing an entirely new perspective on ways to relate to others.
- You will also have the chance to have an impact on the system, hopefully to help make the school or community environment more human, more concerned about individuals.
- The skills you perfect as a facilitator are very practical for your use in situations where you need to communicate successfully with others (perhaps in a complex situation at work or at home).
- You will probably discover that the quality of your relationships with people will improve—possibly because your workshop skills will become part of your style of relating to people. As your openness and acceptance of others expand, so will your self-awareness and your self-concept. Loving and feeling good about others and yourself become easier and open you up to an exciting personal growth process.
- It is difficult to be involved in human relations experiences and not learn much about yourself—your values, perceptions, the way you relate to people, your sensitivity to others' feelings, your group skills, your organizational ability, your effectiveness in following through with a project.

C. PUTTING IT ALL TOGETHER

The Social Seminar is a very flexible program. There are many ways and situations to use the films, the strategies, the skills, the simulation game, and/or the programmed learning text to facilitate learning in group situations. Below are suggestions for various groups and uses.

Possible Groups

- Students (8th grade through college)
- Teachers (kindergarten through college)
- School administrators
- Parents
- People who work directly or indirectly with youth
- People who work directly or indirectly with people-problems, especially where drug use or abuse is an issue.

These people may come together as strangers or as a group that already work with or know each other. Groups may be made up of people with very similar or very different backgrounds, positions, ages.

Possible Uses

- Drug information and awareness of drug-related issues
- Drug abuse prevention: community action and program development
- Human relations: values and/or lifestyles
- Humanistic education: values clarification, communication skills
- Leadership training: use of media, facilitating skills, group dynamics
- Personal growth

It is very likely that in a good Social Seminar experience, many of these focus elements will come together.

Structures of Time and Group Makeup

• 1-week lab	40 plus hours	residential or nonresidential group experience
• 15-weeks	30 hours	nonresidential weekly course
• 1-weekend	16 plus hours	residential or nonresidential setting
• 1-hour presentation		

- 2-hour presentation
- 3-4 half-day workshop
- 1-day workshop
- 1-semester high school or college course
- 2 or 3 weekends in a row, 30-40 hours
- A weekend experience followed up on a weekly basis, 20-40 hours

Below are listed some things that you might want to consider, depending on what kind of experience you are structuring.

Leadership

Consider co-leading. It can be lots of fun, less scary, not so exhausting, and build in a valuable feedback mechanism, permitting you and your co-leader to evaluate your own leadership skills. If you do co-lead, make sure you and your partner know and agree upon why you are each involved, and what you each want to see happen in the experience. Plan together; share in the organizing and leadership responsibilities; rely on each other's special talents and skills; but provide opportunities for you both to try out new material or ideas so that you can both continue to grow. Most importantly, be honest with your co-leader, especially when it comes to giving each other feedback and talking about what went on during your seminar session. Remember that your relationship will set the tone for participant relationships during the seminar.

Membership

Try to establish a sense of equality among the participants. In a group of strangers, do your best to keep professional responsibilities or backgrounds out of the beginning sharing and getting acquainted activities. This is especially important if your group is made up of people with a wide range of ages, job experiences, economic status, political power, and academic credentials. For people who already know each other, choose an issue which any person can relate to for the beginning exercises; this should help to avoid certain participants looking to their usual leader for the right answer.

Whenever possible, try to get a good combination of people in your workshop or seminar. Consider the elements of age, race, sex, jobs, social or economic background, religion, and any others which might be relevant to your community. The reason for the cross section is simple: The more variety in the people you have, the more ideas and perspectives there will be to share. The more people have to share, the greater the potential for learning.

Basic Group Guidelines

Seminar discussions and activities will undoubtedly create some unfinished business among the participants. Encourage people to make specific plans for finishing the discussions you may have to interrupt.

The Social Seminar relies heavily on people sharing their ideas and feelings about the films and issues that will come from discussions. Deal with the need to *listen* to one another and to *accept* an individual's right to say what he/she wants to say. Hopefully, the participants will understand that they can disagree with someone without putting the other person down.

It's all right for a person to *pass* on an activity or part of a seminar discussion. A person may pass because he/she can't relate to or understand an issue, or because he /she simply doesn't feel comfortable sharing an answer with the other participants.

Feedback and Evaluation

Encourage the participants to discuss what they think or feel about what's going on and what they are learning. Continually provide time for participants to express any new needs or interests which could be explored by the group.

Consider sending copies of a composite evaluation to all of the participants afterwards. This gives them a chance to compare their reactions to those of other people who were involved.

Closure

In a seminar that lasts longer than 1 day, provide some kind of closure to each day's session. Completion sentences about what people have learned or expect for the next day are safe, simple, informative closing techniques.

At the end of an involving, intensive experience, it's important to deal with the process of re-entering the normal, daily routine. Re-entry strategies help people realize the different styles of communication that have developed during the seminar. Such strategies help them prepare for the environment awaiting them outside the group experience. The re-entry process can be especially hard if a participant in a residential lab has experienced a great deal of personal growth.

Agenda Building

Before the seminar, write out your objectives for the group experience as specifically as possible, taking into consideration the group with which you will be working. Make sure that your goals respond to the needs and interests of the participants. But remember that your needs and concerns are important, too!

After you've set your objectives, brainstorm with yourself, or with your co-leader, a list of all of the resources and activities which you have or know about which could meet the needs and interests you have identified. Consider your skills and your comfort with the material on your list. If you feel that you don't have the background to meet some of the needs, you might think about involving someone else in the leadership role in order to meet some of them. Determine the goals you think are most important.

Look at your list of possible activities. Start playing with the total amount of time allowed and how much time each activity takes. (Don't forget to build in time for breaks.) Also, depending on whom you are working with (e.g., teachers) you will need to talk about how all your content applies to other situations (e.g., the classroom).

Arrange your agenda so that the activities begin at a level of relatively low risk and low skill and build from that base. This helps participants increase their group trust and comfort gradually and reduce the possible threat of some activities or discussions.

Don't try to cram too much into your time. But when beginning, it's always a good idea to have plenty of material for your session. You may want to be very specific about times or the points you want to make with each part of your agenda.

Take a rest. Go back and look at your agenda later to see if it still makes sense to you. Give it to someone else who knows what you are trying to do; get his/her reactions to it.

The most important thing to remember about an agenda is that your workshop will never go exactly the way you plan it. To be an effective facilitator, you must be flexible in order to meet the needs of your group.

(See Resource Kit for sample agendas and agenda variations.)

D. WHERE DO WE GO NOW? GENERATING ALTERNATIVE PURSUITS IN YOUR COMMUNITY

You are planning to hold a Social Seminar for some reason. Maybe it's an attempt to open up communication among the people in attendance. But probably you want something to happen (or continue to happen) after the group breaks up. You should give this "continuation" some thought before you even gather the group together. Your "continuation plans" may dictate that certain people from your community be in attendance for the Social Seminar itself.

Whatever your desired outcome, you are probably hoping for a change, an examination of the old ways of doing things linked to an exploration of new ways. In the drug education field, these new ways are now being called "alternatives." People are pooling their ideas across the country and coming up with alternative activities which young people and adults can use to focus their extra time in creative, constructive directions.

The ideas for specific alternatives will have to come from your group, your community; together you will have to explore the interests, needs and resources of your community in order to come up with specific plans. Working together, you can bridge the gap between the Social Seminar experience and community action. (See Action Planning Section in the Resource Kit.)

We have often found it helpful to take the last session of a seminar to brainstorm some suitable alternative approaches for our groups. Below are some guidelines for you to think about. These are quoted directly from a short handbook, Alternatives to Drug Abuse: Steps Toward Prevention prepared by Allan Y. Cohen for the National Clearinghouse for Drug Abuse Information.

Techniques of Generating and Implementing Alternatives

"It is anticipated that more of those concerned with the drug abuse problem will be wanting to turn to alternatives approaches. Given an idea of the theory, some examples of promising programs, warnings about evaluation and assuming interest on the part of the reader, the question arises, "How do I (we) get alternatives approaches started?" Again, techniques for generating alternatives differ according to the identity and motives of the initiators and target populations.

"Communications (Contacting the Population)

"One of the major qualities of an alternatives program involves getting its message through to potential participants. There are various ways to reach people where they are, but this should be considered during the planning stages.

"Some projects may opt for the person-to-person, word-of-mouth approach, probably the most powerful method, but also the one requiring the greatest expenditure of time and energy per person contacted. Other projects may concentrate on the media. (Remember, though, that followup is a prerequisite.) Some work with a 'captive audience' and focus on institutional settings which require attendance (schools, prisons, etc.). Still others contact their people through 'diversion,' i.e. contacting persons after they have already come to the attention of the system (court and probation referrals, mental health crisis, addiction clinics, etc.).

"The nature of the contact is also crucial. The opportunity to participate must seem as inviting as possible, whether participation is voluntary or not. (Incidentally, a general rule is that programs are more successful when there is a voluntary component. However, adults, particularly parents, are notorious for their apathy in response to voluntary drug abuse prevention programs, so extra effort must be expended to enlist their active participation.) Effective, credible, and attractive communication is immensely desirable for any new alternatives program.

"*Hints for the Intervention Agent*

"For the concerned individual, small groups, or representatives of agencies of the community, who wish to initiate a more alternative based program in their sphere of activity, some helpful hints might include the following:

"1. Know what you hope to accomplish. Make your values, expectations and goals explicit. Are they reasonable? too ambitious? credible?

"2. Know whom you want to assist. What is the target population? If you cannot appeal to everyone, who are your priorities?

"3. Understand the target population. If the population is using drugs or is favorably disposed toward them, why? What satisfactions are being sought? If you don't know, ask. Conduct surveys, interview your subjects in confidential and empathetic surroundings. Find out what is most likely behind the drug use patterns. Your task is to find the most relevant levels of experience from the population and fit the alternatives emphasis to their needs, not the converse.

"4. Survey current resources. Get comprehensive information on the pre-existing drug programs which are affecting the target group. Discover other alternatives-oriented programs in your area, even if they are not directly connected with the drug problem. Interview non-users and find out what they have gotten interested in.

"5. Involve the target population in planning. Try not to impose an alternatives approach on anyone; use the talents, resources and opinions of the target group as a guide for implementation. Let them become involved; this itself is a potent alternative.

"6. Start asking about new possibilities. Ask every contact about possibly effective programs; read the literature. Use the interests of the planning group and friends.

"7. Get political know-how. Be aware of the political and bureaucratic situation affecting possible programs. Try to enlist the support of important community forces. Cooperate with other groups. Know the roadblocks to implementation of new programs and plan for overcoming them.

"8. Use the drug abuse issue to assist implementation. You may opt for alternative approaches which directly affect the underlying needs for drugs, the conditions which nurture drug abuse. These may be controversial, so you may do well to introduce your program as an anti-drug abuse program. Unless your approach has inherent weakness or unacceptability, it is difficult to resist well-planned innovation billed as drug abuse intervention.

"9. Don't be afraid of making mistakes. Some alternatives approaches are hit and miss affairs. For various reasons, some may not be successful in the ordinary sense, especially at first. But these can be learning experiences, for the community as well as the planners. Only by feedback, some necessarily negative, do you get to the heart of the situation and know what works."

PART II: The Resource Kit—Aids and Activities to Help You Organize and Lead a Social Seminar in Your Community

A. The Films
B. Aids for Facilitating a Group
C. Values Clarification
D. Skill Building
E. Structured Activities
F. How to Plan a Social Seminar
G. Participant Evaluation of the Social Seminar
H. Resources

A. THE FILMS

DISCUSSION GUIDE

This section contains individual guides for each of the 19 films in the Social Seminar. There is a synopsis of each film, a short list of some of the issues raised in the film (though surely not all of them), and some possible activities and questions for discussion.

When using any of the Social Seminar films, it helps to preview them by yourself at least once. You will have more familiarity with the dialog and be better able to answer some inevitable questions about specific content.

In the guides to the films, we have attempted to include enough ideas to stimulate your interest in using the films for many different purposes. By listing a variety of topics raised in each film, we have attempted to show a multitude of uses for each one. Experimenting with one film and a variety of audiences and uses can be exciting. It can also be a personal learning experience for you as the facilitator.

We have listed sample questions for discussion. They are not meant to *limit* you; quite the contrary—we hope they will trigger more appropriate questions from you. One suggestion about the questions you use—open-ended ones are always more conducive to a good discussion; questions which can be answered YES or NO tend to be answered just that way. When people need to search beyond a simple response, they begin to see more meaning in their answers.

BRIAN AT 17 (30 minutes, black and white)

Synopsis:

This film, *Brian at 17*, enters the world of a high school senior and looks at his life both inside and outside the school. He lives alone with his divorced mother (with occasional visits from an older sister), skips school a great deal, goes out with his friends, smokes marihuana and takes pictures. He does not like to think about the future.

Brian's world outside school, of course, affects what happens during school hours. His teachers—each of whom sees him, along with over 200 other students, for 1 hour each day—must try to deal with the motivations and individuality of this young man, who is influenced by so many factors beyond the boundaries of the school. The teachers are faced with the question of the extent of their own responsibilities in Brian's life and with the problem of making class material relevant for him. There is also larger question: Who, if anyone, is responsible for Brian?

Issues Raised

Recreational drug use
Student frustration
Responsibilities of a high school student to himself and his school
Responsibilities of a high school to its student
Role of a teacher in a modern large high school

Responsibilities of a teacher as a counselor
Alternatives to drug abuse
Pressures on single parents
Pressures on children of single parents
Self-respect and its role in growth
Dating and the pressures attached to high school dating
Role of the family in drug abuse prevention
Peer pressure
These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

If Brian were your son, what about him would make you most proud?
If Brian were your son, what about him would make you least proud?
If Brian came to dinner one night, what are some questions you would like to ask him? Why?
These people interacted with Brian at sometime during the film: his counselor, his mother, his sister, his date, his friends, his history teacher and the vice principal (attendance officer). Who do you feel was the most effective with Brian? Who was the least effective? Rank order them from most to least effective.
How would you describe the conference between Brian and his counselor?
What do you think of Brian as a person?
What do you think are the responsibilities of a high school student to his/her school?
What are the responsibilities of a high school to its students?
How would you rank the people in this film from most to least responsible?
What do you think is the role of the family in drug abuse prevention?
What are some of the special problems faced by a single parent? By the child of a single parent?

BUNNY (16 minutes color)

Synopsis

Bunny is a junior at UCLA, living in a house with five other girls. The viewer learns that, at one time, Bunny was interested in politics, protesting against the war and taking part in campus activities; now, she believes that such efforts bring very few results. She now focuses much more on herself than on the society around her. She is shown on campus talking with friends about her courses, at a party with her roommates and other close friends, and visiting with her mother. Her seeming lack of direction will bother some viewers; others will defend it.

Issues Raised

Being young and living on your own
Social use of drugs
Dating pressures
College life for a coed
Sexual attitudes
Changing lifestyles

Ways to deal with boredom
Mother-daughter relationships
Single parent home
Pharmacology of marihuana
Searching for purpose in life

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

Would you like to have Bunny as a daughter? A sister? A girlfriend? Why? Would you be proud of her?
What could Bunny do to alleviate her boredom with UCLA?
How did you feel when Bunny and her friends were using marihuana?
What pressures do you think exist for a young middle-class white woman growing up in the 70s?
What are Bunny's strengths? Weaknesses?
In what ways are you similar to Bunny? In what ways different?
Should Bunny go to Europe and "bum around?" Why or why not?
Do you consider Bunny a mature and responsible young woman? Why or why not?
What is your reaction to Bunny's attitude toward marriage?

CHANGING (30 minutes, color)

Synopsis

Changing looks into the life of a 32-year-old truck mechanic who, with his wife, took inventory of himself a year ago and concluded that something was missing. He and his wife felt that they were too oriented toward working for the almighty dollar and had too few real satisfactions. They entered therapy and made decisions to live less under the pressure of external forces and more in the light of their own attitudes and needs. Less conventional modes of dress, occasional smoking of marihuana, and longer hair were among some of the surface characteristics of a changed lifestyle. The couple's changes resulted in the loss of some friends, although their home became a haven for others with problems. They developed concern over respect and trust between themselves and their children. While communication between husband and wife has improved and the "double standard" has been reduced somewhat, they face the question of whether they can be as free and open with their children about opinions, lifestyles and drugs as they have been with themselves.

Issues Raised

The double standard
Social use of marihuana
Drug education at home for elementary school-age children
Importance of good communication within the family
Alternative lifestyles
Obligations to a job vs. obligations at home

Searching for the Almighty dollar
Relationships and responsibilities to in-laws, family and self
Rejection by others for looking or thinking differently

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

What are some of your double standards?
How do you react when you see men cry? When you see women cry? Are there any differences in your mind?
We see the man in CHANGING kissing his young son. What are your opinions on men showing such physical emotions toward their sons and daughters?
In what ways, if any, is your life affected by the search for the "almighty dollar?"
In what ways, if any, do you feel your job and your family life are in conflict?
In what ways do you identify with the people in CHANGING? In what ways are your lives totally dissimilar?
What was your reaction to the drug education scene at the family dinner table? Why?
What was your reaction to the marihuana smoking at the party? Why?

COMMUNITY IN QUEST (30 minutes, color)

Synopsis

A city council meeting has been called and the cameras are there to record the action. The purpose of the meeting is to determine whether or not a local drug program, Project Quest, should be allowed to remain in the community. In emotional arguments, townspeople, ministers, and Government officials alternately defend and criticize the program. Intercut with the arguments presented on the floor of the meeting are scenes of the project itself. These sequences show adults and young people relating in a variety of group activities, attempting to communicate with one another; they reverse roles in a role playing situation; they scream criticisms at one another over a "spatial" generation gap in a bugging exercise; they sit and talk one-to-one out of a need to begin understanding each other. At the end of the film, the narrator reports that the opposition in the town won, and Project Quest was forced to move to a nearby community—where the opposition followed. The film asks viewers to deal with the implications of a program such as "Quest." It asks them to define "community" and to identify those in the community who should bear responsibility for drug education.

Issues Raised

Dealing with community pressures
Facing up to community responsibilities
Influencing the political structure
Drugs in the schools
Alternative activities for young people in the community
Supervision of youth centers
Drug education for the child and parent together

Value differences between young people and adults

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

What are the responsibilities of community leaders to their community?
What are your responsibilities to your community?
How do you view the political structure in your community? How does that differ from how you think young people view it?
Who controls your community?
Who are the powerless people in your community?
In what ways do you feel powerful and powerless in your community?
How is your community similar to the one shown in this film? Different?
What recreational and vocational opportunities are there for youths in your community?
Do the recreational activities in your community meet the needs of ALL youth?
How could Project Quest have met the needs of the people who objected to it?
How would you deal with the discovery of drug use in the school?
What kind of disciplinary policies would you establish if you were a principal?
How much responsibility should the classroom teacher take for disciplinary policy?

DRUG TALK (22 minutes, color)

Synopsis

The need for drug education has been met by many school systems in a variety of ways. Four of these programs are put on film here to suggest possible approaches for those who are searching. The examples demonstrated include a police officer lecturing on drugs, a female ex-addict rapping with a group of 14-year-old girls, a national organization's representative encouraging a student-supported drug abuse organization in their school and a rap room established in a school when the administration realized that normal educational techniques were not helping the students. The programs are described without judgmental comment in hopes that the variety will trigger ideas and discussion.

Issues Raised

Drug education vs. drug abuse prevention
Role of the school in drug education and drug abuse prevention
The use of scare tactics
The role of the police in dealing with all aspects of drugs
The role of the ex-addict in drug education
Drug education by peers
Peer influence
Drug education curriculum

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

What is the legitimate role of the police in drug education?
What is the legitimate role of the police in drug abuse prevention?
Who is a drug expert?
What is the role of ex-addicts in drug education and drug abuse prevention?
What attributes must people possess to relate well to drug users and drug abusers?
How can young people play a part in developing drug programs which will affect them?
How important is a knowledge of pharmacology in drug education and drug abuse prevention?
Can students counsel students? Why or why not?

DRUGS AND BEYOND (17 minutes, color)

Synopsis

Drugs are used to modify behavior or alter consciousness. This film cites a number of mind altering techniques and asks the viewer to examine similarities and differences. An artist refers to art as a means of altering consciousness: structuring order out of chaos and thus manipulating perception. Zen buddhists speak of alpha-feedback as a means of controlling consciousness. A scientist talks of electronic stimulation applied directly to the brain as a means of modifying moods quickly. Another scientist talks of drug experimentation with animal behavior and draws conclusions as to motivations for using barbiturates. The points raised in this film hit very hard at the core of many of our reasons for using drugs. But this film does not imply that any one of the techniques pictured is inherently good or bad. Its purpose is to provide an overview of areas of inquiry, some of which are unfamiliar to many people.

Issues Raised

Altered states of consciousness
Drug dealing
Dangers and benefits of scientific research
Freedom vs. control
Reality
Non-Western, non-Judeo-Christian thinking
Drug alternatives
Escape
Drugs and stress reliefs
Drugs as a source of pleasure

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

Rank order the ideas in this film from most dangerous to least dangerous to society.
In what ways did the drug dealer correspond to your image of a "dealer or pusher?"
Some people use drugs to escape. How do you escape?

The scientists in this film are creating drugs for the future. If you could take a magic pill which would give three new dimensions to your personality, what would you want those dimensions to be?

How do you feel about the recent emphasis on mysticism and Eastern thought in our Western society? Why do you think this is happening?

What are some of the current dangers in today's scientific research?

Should any kinds of research be kept secret?

What is reality to you?

FAMILY (30 minutes, black and white)

Synopsis

Many claim that the family can no longer be considered a necessary unit of survival. The family's old purposes—defense, cooperative hunting and/or farming and continuance of family lineage—have broken down leaving the family unit to operate in a complex modern society where personal and group needs have changed greatly.

Family portrays a middle-class American family. The film examines the major issues in the family's existence—the father's and mother's relationships to each other and to their children and the manner in which the family copes with problems in their lives.

The film indicates that this family is more than a group of persons living in their house; they are a "system" of people, interacting with each other in many direct and indirect ways. This interaction teaches the children "how things are," not only in terms of how each family member relates to the others but also in terms of how all people relate—or should relate—to one another.

Family offers a look at some of the strengths and stresses that affect children in the home environment and an opportunity to explore the issues involved in defining and developing effective relationships.

Issues Raised

Responsibility of family members to each other

Importance of family in society

Changing roles of families

Middle-class values

Male and female roles in families

Teaching in the home vs. teaching in the school

These are only some issues; others will be dealt with as well.

Possible Discussion Questions

What does the word "family" mean to you?

Compare and contrast your family with the one in this film.

What were the strengths of this family? Weaknesses?

What are the strengths of *your* family? Weaknesses?

What are the responsibilities of family members to one another in your family?

What are the essentials for good family communication?

Is the importance of the family over- or under-emphasized in America? Why?
How have you seen families changing during your lifetime?
What does the rising divorce rate mean for our society?
What drugs were used by this family? How were they used?

GOT MY OWN (20 minutes, color)

Synopsis

This film presents an approach to counseling addicts and an approach to sensitizing military personnel to conditions which encourage drug use and abuse. The principal characters are black, and they voice their opinions about drug use, drug counseling and racism. Military personnel are shown giving their responses. A community-based rehabilitation center where group encounter and videotaping are part of the program is also shown. Much of the focus of the film centers around the ability (and inability) of white counselors to work with black addicts.

Issues Raised

Black values
White values
Meaning and importance of values
Concepts and philosophies of drug treatment
Merits of human relations training
Drugs and the ghetto
Methadone
Treatment and rehabilitation
Treatment for blacks
Racial stereotypes

These are only some issues; others will be dealt with as well.

Possible Discussion Questions

What, if anything, was being accomplished in the racism sensitivity sessions?
What is the purpose of such a program? Can such an effort be successful? Why or why not?
Must the color of your skin influence your effectiveness with some groups? Why or why not?
What are your feelings concerning minority programs for any group, exclusively? Are they necessary? Why or why not?
How have you been affected by racial stereotypes?
Are your attitudes on race different from those of your parents? If so, how?
What are black values? White values? How do they differ?
What are some of your nondestructive ways of relieving unhappiness, frustration, anger?
What are some of your personal addictions? Have you ever tried to give up any of them?
What is the difference between drug use, drug abuse and drug dependence?
How does lifestyle contribute to treatment failures? Treatment success?

GUY (15 minutes, color)

Synopsis

Guy is a young Mexican-American who uses "reds," other barbiturates, alcohol, and marihuana. He has had trouble in school and is on probation when the film begins. Other adult men in the barrio are shown abusing alcohol. Guy and others who speak in the film demonstrate a pride in themselves, their community and their families.

Issues Raised

Mexican-American culture
Police/community relations
Ghetto life
Sniffing acrylics as one form of drug abuse
Abusing barbiturates
Cultural status symbols
Counselor as friend
Responsibilities of counselors
School as enemy

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

Who is responsible for Guy's behavior?
How does sniffing differ from other types of drug abuse?
How does Guy's environment differ from yours? How is it similar to yours?
Guy exhibits certain ideas about status symbols. How are they similar to yours? How are they different?
What must police do to improve their image in minority communities?
If Guy visited your home, what would you talk about?
What does it mean to exist in an alien culture with an alien language?
What is the connection between cultural genocide and drug abuse?
Is it necessary for a counselor to be a friend?
What are the responsibilities of a counselor?
What is your responsibility to minority peoples as opposed to majority peoples?
How do you feel around minority people?
To what minority groups do you belong?
If you had known Guy, would you have intervened in his life? Why or why not? If you would have, how?
What is unique about the Mexican-American culture when compared to other minority groups?
How does the development of your self-concept compare to that of Guy's development?

JORDAN PAUL: ONE TEACHER'S APPROACH (22 minutes, black and white)

Synopsis

For some teachers, involvement with the student stops when the bell rings at the end of the school day. This is not true for Jordan Paul, a Los Angeles 10th-grade health teacher. He and his wife spend many of their leisure hours with high school students, talking and relaxing with them.

In the classroom setting, Paul also seeks to communicate as effectively as possible. One of his great concerns involves drug use and the decisions teenagers make about it. He has chosen to use as many different approaches as possible in dealing with education about drug abuse—films, guest speakers, discussions, exploration of feeling, etc.—in the hope that some of these approaches will prove successful, even if others do not.

Issues Raised

Types of teacher-student relationships
Differences in drug education curriculm
Importance of knowing subject matter in a classroom
Responsibilities of a teacher in a modern high school
Styles of relating to youth
Teachers as authority figures
The balance between job-time and home-time
The roles of teachers as counselors
The responsibilities of teachers to students
Boredom as a part of 20th century life
Feeling lost in a crowd
Problems of big schools
Presenting alternatives to drugs

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

What makes a good teacher?
What kinds of people do you trust?
What kinds of teachers do students trust?
How friendly would you want your children to be with their teachers?
Is school a proper place for human relations training? Why or why not?
What are the essentials of a good drug education program in a high school?
What are the essentials of a good drug prevention program in a high school?
Who should teach drug education?
What should the goals of drug education be?
What are some alternatives to drug use offered by your school? Your community?

MEETING—POLICE (30 minutes, black and white)

Synopsis

Due to a breakdown in trust at a local high school (students discovered undercover narcotics agents on campus), a community meeting has been organized in an effort to begin rebuilding communications. In attendance are law enforcement officials, city officials, school personnel, students and interested citizens. The cameras have moved in and caught this actual community meeting on film. It is a study of the dynamics involved when a group of individuals with varied interests and roles come together after viewing a critical incident from diverse standpoints. As the meeting concludes, the participants are attempting to work out a practical plan for developing a new approach to drug abuse prevention in their community.

Issues Raised

Inconsistencies between drug laws and drug use
Attitudes toward undercover agents
Elements of community relations
Responsibilities of the police
Responsibilities of citizens working with the police
Relating to unfamiliar people
Importance of trust between diverse groups
Concepts of community
Suburban values and suburban living in a changing society
Stereotypes, and roles put upon us by others

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

What are the main responsibilities of a police force in the area of juvenile drug use? Of a teacher? Of a school system?
Who in this film did you most admire? Why?
Who in this film did you least admire? Why?
In what ways is this community similar to yours? In what ways different?
What is your personal concept of a community?
How do you contribute to your community?
What things do you do which retard the growth of your community?
Describe all the communities of which you think you are a part.
What roles do others put you in?
What roles do you put others in?
How can you help people change their roles?
If you had been at this meeting, how would you have reacted?
If you had been facilitating this meeting, what would you have done differently?

MR. EDLER'S CLASS (25 minutes, color)

Synopsis

Mr. Edler, an elementary school teacher, believes that early understanding of decisionmaking processes can be a strong basis for drug abuse prevention. For this reason, he has constructed his classroom experiences so that his young students are faced with many decisions and are required to take responsibility for these decisions. In one activity, his students are asked to place two "x's" on a ladder, the first representing where they feel they are now and the second showing where they would like to be 5 years from now. The discussion that follows shows them explaining what the "x's" represent, why they placed them where they did and what they will have to do to ensure that they reach their final "x." Mr. Edler also takes his philosophy of drug abuse prevention into the community. He is shown working with groups of teachers and community people, explaining some of the activities he uses in the classroom, and talking about the often surprising knowledge and experience young people exhibit.

Issues Raised

Drug education at the elementary level
Drug education for teachers
Building self-esteem as a drug abuse prevention technique
Classroom formality vs. classroom informality
Drug pharmacology

These are not the only issues; others will be dealt with as well.

Possible Discussion Questions

What goals should be part of drug education at the elementary school level?
What is the responsibility of parents in building self-concept?
What is the responsibility of the teacher in building self-concept?
What have you done today to help someone build a strong self-concept?
What do you see as Mr. Edler's strengths? Weaknesses?
Where you surprised at the amount of knowledge the children had about drugs? Where do they get their knowledge?
What did you think of the ladder technique used in the class?
Where are you on the ladder?
What is the difference between drug abuse education and drug abuse prevention?

OLDE ENGLISH (20 minutes, color)

Synopsis

The interactions of students, teachers and administrators in a predominantly black New England high school are captured on film. Each group has uniquely different perspectives about common experiences and situations. Each group has developed a different set of values. There are three primary conflicts and six central persons. Michael (student) and Mr. Johnson (principal) disagree about the nature of school discipline. Sandra (student) and Sally Brown (teacher) confront each other over the issues of respect and authority. Delphine (student) and Ron Spratling (teacher) disagree on the cause and nature of a dispute between them. Footage of an encounter session where these conflicts are being handled is intercut with flashbacks illustrating some of the situations in question.

Issues Raised

Inner-city schools
Responsibilities of teachers
Responsibilities of students
Physical environment of schools—old vs. new buildings
Problems of teaching in the inner city
Integration
Segregation
Uses and kinds of discipline
Conflict management

These are only some issues; others will be dealt with as well.

Possible Discussion Questions

What are the differences between teaching in the inner city and in the suburbs?
What is the importance of discipline in teaching?
Who are the powerful in this film? What makes them powerful?
Who are the powerless in this film? What makes them powerless?
How do the age and traditions of the school seem to affect the interactions within the institution?
In what ways did the physical environment affect the students and teachers?
What feelings did you experience while watching this film?
What were two things that pleased you about this situation?
What were two things that displeased you?
If you were the principal of this school, what changes would you make?
If you had attended Olde English High School instead of the one you did, how might your life be different today?
Would you be satisfied sending your friends or children to Olde English High School?
In what ways do you think Old English High School might be contributing to drug abuse? In what ways preventing it?

NEWS STORY (30 minutes, color)

Synopsis

Can we believe it because we read it in the newspaper? Because we heard it on the radio? Because we saw it on television? *News Story* records how television covers one particular news item. The movie camera follows the TV reporter and his cameraman as they film a brief item about life in a particular commune. The news item is planned, filmed, edited and put on the air as we watch. Commune residents are shown being rehearsed for their interviews and later as they watch and react to seeing themselves as they appear on the TV screen.

The possibility of distortion through the media exists primarily in two areas. First, a technological process is involved. Each step in the process—selection, staging, filming, editing and the actual broadcasting—takes the finished story further from reality.

Second, distortion may occur through human perception. In *News Story*, many of the possibilities for such distortion may be seen—the reporter's handling of the interviews, the editing in the TV cutting room, the needs of the commune residents to communicate their positions in an acceptable manner and, finally, the perceptions of the viewers themselves.

The film indicates that the biases of people are stronger on emotionally "loaded" topics, and, because many times we are unaware of those biases, an inherent distortion occurs as a result of preconceptions. Viewers of *News Story* must ask again, "What is reality and how can it be known?"

Issues Raised

Responsibilities of the media today
Distortion through individual perception
Alternative lifestyles
Communal living
Values conflicts
Theories of child rearing
Television and its influence
Differences: threats or opportunities

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

Would you allow a film crew in your home?
Who, if anybody, in the national media do you trust? Why?
Are recent attacks on the media justified?
How much television should children watch? What types of programs?
How much television do you watch?
Is watching television addicting?
What is truth? Why?
Why do people choose to live in a commune?
Would you ever consider living communally? Is a family a commune?
How do you decide what is biased and what is not?
What kind of picture has the media painted of drug users? Of drug abusers? Of communal living?
What kinds of coverage do drug abusers and drug users get in the media? (Put your answer somewhere on the continuum.)

sensational__________________________________ accurate?

How would you improve the mass media?

TEDDY (17 minutes, color)

Synopsis

As a young black, Teddy has given much thought to the influences in his life. He and his friends are aware of the injustices in the educational system; they have attended predominantly black schools most of their lives. (One friend reflects that he never was in a class with a white student until high school.) Many of the textbooks they are required to use were printed before Teddy was born. Many of Teddy's friends are unable to read above the sixth-grade level. Teddy does not use drugs; he feels they would damage him and be contrary to the principles in which he believes. There exists a background of frustration when he speaks of "power at the end of a gun"; he chooses to work with community leaders to develop a community center and talks with his friends about black consciousness.

Issues Raised

Frustration: coping with a way of life
Feeling inferior
Schools meeting the needs of students
Pressures of nonconformist thinking
Cultural idols
Black power
Small scale drug experiences
Militancy
Influence of the church
Developing self-concept

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

How is Teddy's life similar to yours? How is it different?
If Teddy were a friend of your son's and came to dinner one night, what would you talk about?
What must happen for Teddy to realize some of his ambitions?
Were you at all like Teddy when you were his age?
What is the role of violence in social change? How do you feel about it?
Do you ever feel oppressed? When? How do you deal with it?
Is Teddy a militant? Is Teddy an Uncle Tom? How would you label him? Why?
Do you fear people like Teddy? Respect them? What feelings do you have about Teddy?
Could you see yourself as a Black Panther? Why or why not?
What was your reaction to the humor in the film?
Who is responsible for Teddy? His situation? His growth?

TOM (19 minutes, color)

Synopsis

To many people, Tom is one of society's dropouts. He lives in the hills of California with a few friends, makes and sells pottery occasionally for money, helps care for the land and animals on the small settlement the group has established. He is a regular user of psychedelic drugs, which are a basic part of his philosophy of life. To him, psychedelics are sacramental and, together with the tarot, provide insight obtainable by no other means.

Issues Raised

Altered states of consciousness
Pharmacology of psychedelic drugs
The drug culture
Communal living
Welfare system
Governmental subsidies for the arts
The work ethic
"Quality control" of street drugs
Status of contemporary organized religion
Mysticism in modern society

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

How would you describe your reaction to Tom?
Do you think Tom is using the "system" in an unethical way? Why or why not?
How do you use the "system?"
Has the work ethic become outmoded in the 1970s?
Do you see Tom as an idealist?
What is your responsibility to the system?
What is the system's responsibility to you? To Tom?
In what ways are you similar to Tom? In what ways different?
Would you want your children to know Tom?
Why or why not?

WHAT IS TEACHING? WHAT IS LEARNING? (23 minutes, color)

Synopsis

Teachers talking about students and the classroom, and teachers actually performing in the classroom—these are the topics of WHAT IS TEACHING? WHAT IS LEARNING? Teachers discuss communication barriers, ways in which both teachers and students are sometimes stifled, and the merits of "open" versus "traditional" classroom environments.

The camera takes the viewer into the classrooms of these teachers for a look at their ideas and principles translated into action. As children respond to the various teaching methods, film viewers are given the opportunity to critically consider their own potential for creating an exciting classroom environment.

Issues Raised

Being a student
Being a teacher

The open classroom
Satisfactions and frustrations of teaching
Adopting new teaching environments
Importance of grades
Learning as a form of growth
Importance of creativity
Creativity vs. subject matter
Learning regarded as work
Learning regarded as fun
Building whole people as an approach to drug abuse prevention

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

Would you want your children going to schools like those shown in the film? Why or why not?
Would you want to be a teacher in an open classroom? Why or why not?
What are some of the differences between the open classroom and the classrooms you experienced as a student?
What makes learning fun for you?
What makes learning a drudgery for you?
What are the main responsibilities of a student, both to him/herself and to the classroom?
What three things in your opinion must a teacher do daily to be an ideal teacher?
In a conference, a teacher tells you that your child is the most creative youngster in the class, but he does not like to do math. How do you feel? Are you proud? Sad? Concerned? Why or why not?
If you had a magic wand and could change all schools in only three ways, what changes would you makes? (The magic wand eliminates all outside forces against you. You *can* do what you desire.)

YOU GOT THE SAME THING, AINTCHA? (20 minutes, color)

Synopsis

The frustrations of teaching and learning in an urban high school marked by change are pictured in this film. Teachers (predominantly white) and students (predominantly black) comment on the situation that has developed in this school. Doors are locked during the day. Guards patrol the halls. The school's student population has changed and grown larger. Money for educational needs is scarce, sometimes nonexistent. Teacher and student value systems are not the same, and cultural differences abound. Teachers, students, and administration express frustration with this environment, within which all are functioning as best they can.

Issues Raised

Discipline in schools
Purposes of schools

Teacher as policeman
Concept of "relevancy" in education
Cultural education
Feelings of inferiority and uselessness
Racism in education
Community control of schools
Integration
Drug abuse in the black community

These are only some of the issues; others will be dealt with as well.

Possible Discussion Questions

What can schools be? What can't they be? Why?
What attributes must any teacher have to be successful?
What attributes must a white teacher possess to be successful in a predominantly black school?
What attributes must a black teacher possess to be successful in a predominantly white school?
What are the pressures on a white student in a predominantly black school?
What are the pressures on a black student in a predominantly white school?
Are teachers' expectations different for children of different races?
What was said in this film that pleased you?
What was said in this film that depressed you?
Who in this film was most like you? Unlike you?
If you were writing a letter to someone in this film, to whom would it go and why?
What are the three most important things you would tell him/her?

GENERAL GUIDELINES FOR USING THE SOCIAL SEMINAR FILMS

1. Pre-Film Activities

Pre-film activities help participants focus more intently on issues to be raised in a film. Since all the issues raised in the film can never be discussed entirely, a little guidance ahead of time can help save discussion time later.

Activities such as sentence completions, rank orders, continuums are all valuable for this purpose. (See values clarification activities section of the Resource Kit for discussion of these techniques).

The examples below use these techniques to focus on one issue of a film. You will be able to think of more appropriate ones for your group. When using pre-film activities, it helps to divide participants into small groups, generally no more than five to a group.

Examples for the film *News Story*:

Sentence Completion: The news media is most distorted when ____________________.

Rank Order: Which mass media do you trust? List the following from most to least trustworthy: daily newspapers, weekly newspapers, weekly news magazines, monthly magazines, television, radio.

Continuum: What style of reporting is used in your local newspaper?

Always fair and unbiased ________________________________ Completely filled with distortions

2. Introductory Remarks

Along with short statements about the film content, many leaders find it valuable to offer some particular suggestions to guide the participants in their viewing. Mentioning a few of the following just before the projector is turned on will help focus discussion:

Watch for characters who remind you of yourself or of those you know.
Watch for characters who are opposites of yourself or your loved ones.
Watch for attitudes with which you agree/disagree.
Watch for the person you most/least admire.
Watch for the persons with whom you would most/least like to spend time.
Think of questions the people might ask you and possible answers you would give.
Think of questions you would like to ask individuals on the screen.
Look for behaviors which would displease you if members of your family exhibited them.
What are some of the attitudes expressed which concern you? Scare you?

Certainly none of these can be discussed completely; and it would be even less possible to cover all of them for every person. But if people have some basic ideas to focus on, it is easier to conduct a fluid, exciting discussion.

3. During-film Activities

Generally we do not interrupt educational films, but sometimes it helps to break this rule. Participants can be encouraged to ask that the projector be stopped if they see something that pleases or bothers them, and the group can spend a minute or two discussing it.

Also, the leader can stop the film and ask people if their opinions about some person in the film have changed during the viewing of the film. Or they can be asked to predict what they would do in a certain situation and why.

Example: Use stop action to freeze an emotional moment on the screen. Ask, "If you were (character's name), how would you feel right now?"

4. Post-film Activities

Post-film activities can help individuals become aware of their attitudes, values, and the society around them. Here are some examples:

- Immediately after the film, each person gives one word to sum up the feelings he/she experienced during the film.
- People can complete any of the following open-ended sentences, either on paper or by going around the circle or in small groups:

The character I liked most was ________________________________
because I ________________________________.
The character I liked least was ________________________________

because ____ .
The character most like/least like me was ____________________
because I ____ .
Something which pleased me/bothered me in the film was ______________ .

These are only suggestions. You can come up with your own to suit your group and your purpose better. Experiment and find which works best for you. Remember that good discussions can start here, but they will hopefully go in many other directions as well.

5. Summing-up Activities

No matter how long the discussion lasts, it is usually a good idea to give everyone a chance to summarize his/her feelings or insights. Below are some ideas and examples of how you can do this:

Sentence Completion:

During this discussion I learned that I ______________________________
During this discussion I was surprised that I __________________________
During this discussion I was pleased that I ___________________________
During this discussion I was sorry that I _____________________________
During this film, I felt ______________ because I ______________________

Continuum:

How do you feel about the youngest boy in this film?

I would be ecstatic if all members of my family were like him. ______________________________ I hope there is never a single member of my family like him.

B. AIDS FOR FACILITATING A GROUP

As a facilitator of a group, you should be alert to the interaction in the group itself; this interaction is often more important than what is actually being said. Keep in mind that the group is always learning on at least two different levels: content (what they are talking about) and process (what they are experiencing with each other). You, as facilitator, should continually be aware of both levels of learning.

The following three items are given here to help you focus on the communications going on among group members and to redirect these interactions if and when you feel it might be necessary.

1. What to observe in a group
2. Group roles
3. An inventory of facilitator interventions

1. What to Observe in a Group

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One way to learn how human beings relate to each other is to observe and analyze the interaction that takes place within a group. All of us have spent our lives in groups of various kinds: the family, faculty, class, work groups, etc., but rarely have we taken the time to stop and observe what was going on in the groups, or why the members were behaving the way they were. One of the main goals of a group is to become better observers and better participants. But what should we look for? What is there to see in a group?

a. *Content vs. Process*

When we observe what the group is talking about, we are focusing on *content.* When we observe *how* the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group *process.* In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization. At a simpler level, looking at group process really means focusing on what is going on in the group and trying to understand it.

b. *Communication*

One of the easiest aspects of group process to observe is the pattern of communication.

- *Who talks? For how long? How often?*
- *Whom do people look at when they talk?*
  - *–Single others, possibly potential supporters*
  - *–Scanning the group*
  - *–No one*
  - *–The group leader*
- *Who talks after whom, or who interrupts whom?*

- *What style of communication is used?*
  - *–Assertions*
  - *–Questions*
  - *–Tone of voice*
  - *–Gestures*
  - *–Others?*

The kinds of observations we make give us clues to other important things which may be going on in the group, such as who leads whom or who influences whom.

c. *Decisionmaking Procedures*

Whether we are aware of it or not, groups are making decisions all the time, some of them consciously and in reference to the major task at hand, some of them without much awareness and in reference to group procedures or standards of operation. It is important to observe *how* decisions are made in a group in order to assess the appropriateness of the decision to the matter being decided, and in order to assess whether the consequences of given methods are really what the group bargained for.

d. *Task, Maintenance, or Self-Oriented Behaviors*

Behavior in the group can be viewed from the point of view of what its purpose of function is, or seems to be. When a member says something, is he primarily trying to get the group task accomplished (task), or is he trying to improve or patch up some relationships among members (maintenance), or is he primarily meeting some personal need or goal without regard to the group's problems (self-oriented)?

e. *Emotional Issues; Causes of Self-Oriented Emotional Behavior*

The processes described so far deal with the group's attempt to work, to solve problems of task and maintenance. But there are forces active in groups which disturb work, which represent a kind of emotional undercurrent in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with, or are destructive to, effective group functioning. However, they cannot be ignored or wished away. They must be recognized, their causes must be understood, and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, the needs of the observer and his purposes, and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

2. Group Roles

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a. *Work or Task Roles*

Participants' roles can be related to the task which the group is deciding to undertake or has undertaken. The purpose of these roles is to facilitate and coordinate group effort in the definition of a common problem and in the solution of that problem.

- Initiator—Proposes tasks, goals, or action; defines group problems; suggests a procedure.
- Information seeker—Asks for factual clarification; requests facts pertinent to the problem being discussed.

- Opinion seeker—Asks for a clarification of the values pertinent to the topic under discussion; questions values involved in alternative suggestions.
- Informer—Offers facts; gives expression of feelings; gives opinion.
- Clarifier—Interprets ideas or suggestions; defines terms, clarifies issues before the group; clears up confusions.
- Summarizer—Pulls together related ideas; restates suggestions; offers a decision or conclusion for the group to consider.
- Reality tester—Makes a critical analysis of an idea; tests an idea against some data to see if the idea would work.
- Orienter—Defines the position of the group with respect to its goals; points to departures from agreed upon directions or goals; raises questions about the direction which the group discussion is taking.
- Follower—Goes along with movement of the group; passively accepts ideas of others; serves as audience in group discussion and decisions.

b. *Maintenance Roles*

The roles in this category are oriented toward the function of the group as a group. They are designed to alter or maintain the group way of working, to strengthen, regulate, and perpetuate the group as a group.

- Harmonizer—Attempts to reconcile disagreements; reduces tension; gets people to explore differences.
- Gatekeeper—Helps to keep communication channels open; facilitates the participation of others; suggests procedures that permit sharing remarks.
- Consensus tester—Asks to see if the group is nearing a decision; sends up a trial balloon to test a possible solution.
- Encourager—Is friendly, warm and responsive to others; indicates by facial expression or remark the acceptance of others' contributions.
- Compromiser—Offers a compromise which yields status when his own idea is involved in a conflict; modifies in the interest of group cohesion or growth.
- Standard setter—Expresses standards for the group to attempt to achieve; applies standards in evaluating the quality of group processes.

c. *Self-oriented Roles*

The roles in this category are directed toward the satisfaction of the participant's individual needs, as opposed to the needs of the group, and are therefore dysfunctional to the group process. Their purpose is some individual goal which often is not relevant to the group task or to the effective functioning of the group as a whole.

- Aggressor—Deflates other's status; attacks the group or its values; jokes in a barbed or semi-concealed way.
- Blocker—Disagrees and opposes beyond reason; resists stubbornly the group's wish for personally oriented reasons; uses a hidden agenda to thwart the movement of the group.
- Dominator—Asserts authority or superiority to manipulate the group or certain of its members; interrupts contributions of others; controls by means of flattery or other forms of patronizing behavior.
- Playboy(girl)—Makes a display of his/her lack of involvement; abandons the group while remaining physically with it; seeks recognition in ways not relevant to group task.
- Recognition seeker—Works in various ways to call attention to him/herself; boasts; reports on personal accomplishments; struggles to prevent his/her being placed in an inferior position.

- **Help seeker**—Attempts to call forth sympathy from group through expressions of insecurity, personal confusion, or self-deprecation.
- Special interest pleader—Speaks for the "small business man," the "grass roots," the "housewife," etc., usually cloaking his/her own biases in the stereotype which best fits his/her individual need.
- Avoidance behavior—Pursues other subjects to avoid commitment; prevents group from facing up to controversy.

No individual remains in any one role forever. Each person functions in many roles depending upon his/her needs and how these needs mesh with, or are opposed to, the needs of the group as a whole. It is best to think of these roles in terms of actions and interactions of individuals within the group, instead of in terms of tags placed upon individuals themselves.

3. An Inventory of Facilitator Interventions

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An intervention is an action taken by the facilitator or another member of the group to change the direction or focus of the group's actions or discussion or to focus attention on a specific point. Generally, interventions fall into four broad categories:

- THE CONTENT INTERVENTION would include any question or observation directed toward the content of a film or the subject under discussion on the cognitive level (i.e., Is the open classroom beneficial to the student?).
- THE INTERPERSONAL INTERVENTION would be a comment or question which is directed to one person as a direct result of a comment or action of another member of the group (i.e., Tom, what do you feel about what Bob just did?).
- THE INTRAPERSONAL INTERVENTION would be a comment or question directed to one person (i.e., Mary, what do you think of the statement just made?).
- THE GROUP INTERVENTION would be a comment or question directed to the group as a whole (Why is the group so apathetic?) or to one segment of the group (Is the group in the corner aware that they are disturbing the work of the others?).

The listing that follows is a more definitive breakdown of the intervention techniques which may be used by the facilitator. All of them can be placed under one or more of the four broad categories of interventions just described.

a. *Content Focus* (already discussed above)

b. *Process Focus*

This intervention attempts to shift the focus to what is happening in the group. One of the most standard, almost to the point of becoming a cliche among facilitators, is: "I wonder what is really going on in the group right now." Others would prefer, "Were you all aware that only two persons voiced an opinion, yet a decision was made? " How a facilitator helps the group focus on its own processes is probably determined by his/her own personal style or his/her training strategy.

c. *Asking for Feelings*

An intervention of this type would be, "Ed, how did you feel when the group rejected your idea? " Some facilitators and many participants find the sharing of feelings the most interesting part of the training process. For some, it is the first time they have been able to find out how others feel about their behavior. Certainly this is an important learning goal.

d. *Direction Giving*

Some facilitators offer directions only as suggestions while others arbitrarily impose certain actions, feeling that the members should learn how to handle forced direction if they dislike it. It would appear that if a facilitator has a high need to control, he/she may satisfy this need by direction giving, or he/she may recognize this need and over-react, not supplying direction when it might be helpful. The facilitator has to decide whether to let the group try to work through its own impasse, at the possible cost of time wasted, or to supply some direction, at the risk of reinforcing dependency. Relevant factors include the length of the training program, the level of dependency, the resources available to the group, and the facilitator's own tolerance of ambiguity.

e. *Direct Feedback*

The facilitator may give direct feedback to a member or to the group. Some facilitators give direct feedback early, as a model to legitimize the giving of feedback. Others prefer to wait until they have worked through some of the authority problems. Here again, the facilitator is faced with a dilemma. Group members are often anxious to know how the facilitator sees them.

f. *Cognitive Orientation*

The facilitator may at times provide relevant theory or information. He/she must determine how the group will learn best in certain situations. Sometimes the facilitator will feel the best approach can be a didactic presentation of a topic. At other times, he/she will feel that factual input should give way to "learning by doing." Things to take into consideration are the time each approach will take and the best learning approach for the point being made. However, as a facilitator, you should remember that there is a right time and place for cognitive input in any group.

g. *Performing Group Functions*

The facilitator may intervene by performing task-maintenance functions to help the group maintain itself as an effective system and accomplish its task of promoting learning. For example, the facilitator may intervene with such task functions as seeking opinion or reactions to what has happened in the group. He/she may share his/her own opinion. He/she may initiate a new group goal, a definition of a problem, or a way of organizing for work. He/she may elaborate an idea, summarize, or test consensus.

To meet maintenance needs, the facilitator may intervene by encouraging, harmonizing, "gate-keeping," standard-setting or releasing tension.

To satisfy individual needs, group members sometimes act as aggressor, blocker, recognition seeker, self-confessor, playboy/girl, dominator, and so on. Facilitators may intervene at times in these ways, but it is questionable whether such interventions facilitate learning.

Some facilitator strategy calls for intervening early along the task-maintenance dimensions, reducing such interventions as members develop greater ability to perform such functions themselves.

h. *Diagnostic Interventions*

The facilitator may diagnose what he sees happening. For example, "There are a number of possibilities why the group is apathetic. One is that our goals are not clear. Another is that we are afraid that if we start to work again, old conflicts may be reopened." He/she may then ask the group for other possibilities. The exploratory intervention is designed to suggest ways of looking at process and to encourage a diagnostic approach.

i. *Protection Intervention*

The facilitator may intervene to keep members from overexposure, that is, sharing personal experiences, incidents, or feelings that may not facilitate learnings appropriate to the training goals or that may create a situation neither the members nor the facilitator is capable of dealing with. A facilitator may also protect a member if he feels that feedback is ill-timed or unnecessarily severe. Or the facilitator may help a member maintain his identity despite group pressures to conform. Some facilitators prefer to focus on process and ask the group if a given behavior seems appropriate to their goals.

C. VALUES CLARIFICATION

1. PHILOSOPHY—THE VALUING PERSON

A significant part of the Social Seminar experience is the opportunity participants have to explore and understand their attitudes and values concerning a variety of issues, some of which are drug-related. One way in which participants can explore and become more aware of their values is through film discussions which encourage self-exploration.

Much of this self-exploration can take place through a process which has become known as "values clarification." This process was originally developed by Sidney Simon and Louis Raths (*Values and Teaching*, Columbus, Ohio, Charles E. Merrill Books, Inc., 1966.) The philosophy basic to values clarification states that the individual is responsible for the position he/she is in. He/she is responsible for his/her own feelings. One's life situation and the things that are important to an individual are a result of the things he/she values. And to be happy with one's self a person must understand what he/she values and why.

Simon gives the following SEVEN VALUING CRITERIA to help individuals define a value. A value is a belief that is

a. Chosen from alternatives;
b. Chosen after careful consideration of the consequences of each alternative;
c. Chosen freely;
d. Prized, and the person is happy with his/her choice;
e. Prized; and the person is willing to publicly affirm his/her choice;
f. Acted upon and is incorporated into a person's behavior;
g. Acted upon repeatedly, over time.

It is important when using the values clarification approach in a group to establish some basic rules. These ground rules are absolutely necessary in order to provide the *time* and *space* in which people can feel comfortable in examining their attitudes and values. (*Time* means just that—a person must have the time to examine his/her values. *Space* means latitude—the participant must feel confident that he/she has the latitude within a nonjudgmental environment to expose his/her feelings, needs, and values without fear of censure.)

Ground Rules in Values Clarification Exercises

- Everyone has the right to pass on any exercise at any time.
- Every answer is right for that person at that time.
- The facilitator is a participant and a model for the others.
- There is no closure for a values clarification exercise. It is open-ended. Its purpose is to open doors for the individual.

Values Clarification Model

When working with someone in a valuing exercise, you will find the following model helpful:

1. Elicit
2. Accept
3. Clarify

Elicit implies drawing from the person a statement of position or value on the subject under discussion.

Accept means to respond to your partner in such a way as to avoid judgments on your part. You accept both positive and negative value statements. You are, in fact, merely thanking the person for sharing with you. Statements such as, "That's good" or "You're really on target" are positive statements, but they also assume a positive value being placed on the person's statement. Even a positive response can hinder a person's attempt to continue examining or thinking through more thoroughly what he/she has said. A neutral accepting response would be "Thank you for sharing with me" or some nonverbal responses as well.

Clarify means to ask the kinds of questions which would encourage your partner to continue his/her examination process, to work through one or more of the value criteria, and to get an even clearer picture of where she/he stands on that issue and how she/he has or has not acted upon that value.

The following *Thirty Clarifying Responses* can be helpful to use when you are attempting to help an individual examine a thought or feeling.

1. Is this something that you prize?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Have you felt this way for a long time?
6. Was that something that you yourself selected or chose?
7. Did you *have* to choose that? Was it a free choice?
8. Did you do anything about that idea?
9. Can you give me some examples of that idea?
10. What do you mean by ________? Can you define that word?
11. Where would that idea lead? What would its consequences be?
12. Would you really *do* that, or are you just talking?
13. Are you saying that . . .? (repeat the statement)
14. Did you say that . . .? (repeat in some distorted way)
15. Have you thought much about that idea (or behavior)?
16. What are some good things about that notion?
17. What do we have to assume for things to work out that way?
18. Is what you just expressed consistent with . . .? (Note something else the person said or did that may point to an inconsistency.)
19. What other possibilities are there?
20. Is that a personal preference or do you think most people should believe that?
21. How can I help you do something about your idea?
22. Is that very important to you?
23. Is there a purpose back of this activity?
24. Do you do this often?
25. Would you like to tell others about your idea?
26. Do you have any reason for saying (or doing) that?
27. Would you do the same thing over again?
28. How do you know it's right?
29. Do you value that?
30. Do you think people will always believe that?

2. ACTIVITIES TO HELP BUILD A VALUING ENVIRONMENT

The following six kinds of strategies can help you develop a valuing atmosphere with your group. We have explained the techniques in the next few pages.

a. Forced Choice
b. Continuums
c. Rank Order
d. Voting Questions
e. Love List
f. Change Index

Either-or Forced Choice

Purpose

This exercise compels participants to make a decision between two competing alternatives. It forces them to respond to a question based upon the following format: "What characteristic do I identify with more—this or that? " In making their choices, participants have to examine their feelings, their self-concepts and their values.

Procedure

- Ask an "either-or" question, such as "Which do you identify with more, a Volkswagen or a Cadillac? "
- By pointing to opposite sides of the room to indicate each choice, ask the participants to move to the side corresponding to their answer.
- Have each participant find a partner on his/her same side of the room and discuss the reasons they made their choices. (Limit discussion to 2 minutes.)
- Participants return to the center of the room for a repeat action on another question. This can be repeated five or six times, and each time participants should be instructed to select a different partner to talk with.
- Listed here are some sample "either-or" questions. You will be able to think of others.

Are you:

More of a loner or a mixer?
More yes or no?
More of a leader or a follower?
More physical or mental?
More argumentative or agreeable?
More establishment or antiestablishment?
More like a tortoise or a hare?
More like a paddle or a ping-pong ball?
More like a roller skate or a pogo stick?
More like a motorcycle or a bicycle?
More like a gourmet or a MacDonald's fan?
More like a bubbling brook or a placid lake?
More like a mountain or a valley?
More like a student or a teacher?

Continuums

Purpose

Continuums help point out the wide range of opinions people have on a particular issue or subject; they also encourage public affirmation of opinions and beliefs.

Procedure

- Draw a line on a board, newsprint or paper.
- Indicate the extreme ends of the continuum by degrees or characterization (see examples below). Some issues can be divided into two lines—dealing with how people are now and how people would like to be in the future.
- You may want to block out the middle to prevent the compulsive moderates from not taking a risk. You may also want to have each person make and mark his/her own continuum before doing a larger group line.
- As a group, ask for volunteers to indicate where on the line they would mark themselves. Indicate the position by writing the person's name in the appropriate spot.
- When everyone has had a chance to place him/her self, place yourself on the line.
- End the activity by sharing reasons for the different positions on the continuum. (This is best done in small groups.)

Examples

How much personal freedom do you have?

All decisions are made for you	Complete freedom to choose for yourself

How do you feel about what you wear?

Holey Henry/Henrietta always has holes in his/her clothes even when they're new	Wrinkle Free Ron/Rose is meticulous, he/she irons his underwear carefully

How do you feel about competition?

Avoids any situation where there is a chance to win or lose	Will trample anyone for the chance to win and use any means

How do you feel about school?

Dynamite Dan/Dawn students would be better off if the school were blown to bits	Stowaway Steve/Stella loves school so much the janitor has to drive him/her out of the school each night before locking up

Rank Order

Purpose

Each day of our lives we must make choices between competing alternatives. Some of them are minor decisions: "Should I stay home tonight and watch TV or go to a friend's house? Should I wear my blue or my white sweater? " And some are major decisions: "Should I stay in my present job or accept that new job offer? Should I buy a car or save my money for new furniture? "

This strategy gives participants practice in choosing from among alternatives and in publicly affirming and explaining or defending their choices. It demonstrates simply and clearly that many issues require more thoughtful consideration than we tend to give them.

Procedure

- Explain to the group that you are going to ask them some questions which will require them to look deeper into themselves and make some value judgments.
- Give them three or four alternative choices for responding to each question and ask them to rank order the choices according to their own preferences.
- Read a question, write the choices on the board and call on six or eight participants in turn to give their rankings.
- The group should spend time discussing rankings, even those of individuals who did not speak earlier.
- Suggest that participants rank all the alternatives, not just their first choice. (Try to have them name their choices instead of saying "2–3–1" or the like; and discourage them from saying "The same" when their response is identical to the previous person's. Renaming the choices helps everyone consider the alternatives more carefully.)
- Below are listed some sample rank order questions:

Which is most important in a friendship?
    loyalty
    generosity
    honesty

Which job would I choose for 1 year?
    garbage collector
    assembly line worker
    prison guard

Which drug is most harmful to you personally?
    tobacco
    coffee
    marihuana
    alcohol

If I were a parent of a 15-year-old son/daughter, which behavior of his/hers would be most objectionable and which would be least objectionable to me?
    dropping out of school
    being arrested for shoplifting
    smoking marihuana once a week
    having V.D.

You've spent a great deal of time picking a gift for a friend. What would you rather have him/her do if he/she doesn't like it?
    keep the gift and thank you politely
    tell you he/she doesn't like it
    return the gift to the store without telling you

What kind of present would you like most to get?
    a surprise present
    a present you already know about
    a present you pick out

To whom would you tell a secret?
    your friend
    your teacher
    your parent

Which would you most like to have?
    one best friend
    many friends
    two or three good friends

- What would you do if you saw your best friend steal some candy from a store?
  - report him
  - pretend you didn't see
  - ask him/her to share it with you
- Which would you least like to do?
  - move to a new town
  - lose your wallet
  - break your leg
- Which do you least like to do?
  - get up in the morning
  - go to bed at night
  - keep your room neat
- Which would be hardest for you to do?
  - admit you had failed at a task
  - walk away from a fight
  - wait your turn when you have something exciting to say
- Which would be hardest for you to do?
  - move to a new school
  - meet a new person
  - dance with a girl/boy
- Which would you rather be?
  - a kitten
  - a kangaroo
  - a lion
- Which would be hardest for you?
  - to admit you told a lie
  - to tell someone you broke his window
  - to admit you cheated
- Which color do you like best?
  - red
  - green
  - blue
- What is hardest for you to do?
  - be quiet
  - talk in front of the group
  - disagree with your boss
- If you were in an accident; which injury would upset you most?
  - two broken legs
  - temporary loss of hearing
  - temporary loss of sight
- If you were to be born with a great gift, which would you prefer?
  - a beautiful singing voice
  - great artistic ability
  - skill with your hands
- What makes you most angry?
  - a person who treats you without respect
  - a friend who won't listen to your side of an argument
  - someone telling you what to do
- Which is most important?
  - to work hard for your future
  - to love others
  - to really know yourself

Voting Questions

Purpose

Voting provides a simple and very rapid means for each participant in the group to make a public affirmation on values issues. It develops the realization that others often see issues quite differently from us and legitimizes that important fact.

Procedure

- You may want to use this strategy early in the Social Seminar experience so that participants can begin to realize how others feel about a number of issues.
- Read aloud, one by one, questions which begin with the words, "How many of you . . .?"
- After each question is read, the participants take a position by a show of hands. Those who choose to answer negatively point their thumbs down. Those who are responding positively raise their hands. Those who are undecided fold their arms. And those who wish to pass simply take no action at all. Discussion is tabled until after you have completed the entire list.
- Voting lists should not be too long. They lose their effectiveness after about 10 or more items.
- You vote, too. To keep from influencing the vote, hold your vote until a split second after most of the others have committed themselves.
- In some cases, you might want to vary the voting procedure. For example, you might want to add the following statement to the voting directions: "On some issues you may have *very strong* feelings—for or against. If you have a very positive response, you may show this by waving your raised hand. For a very negative response, point your thumbs down and vigorously move your whole fist up and down."
- Following are sample voting questions. They are divided into three broad areas—general information questions, life-pattern questions, and attitudinal questions. This way you can see the various levels of risk you can ask the group to assume with voting activities.

General Information Questions

How many of you:

are under 30?
are married?
are parents?
have been in a training lab before?
are familiar with the Social Seminar?
are here today because you were *told* to come?
are more comfortable than you were at 9:30 this morning?
traveled more than 50 miles to get here?
come from a family of 3 or more children?
would like to run for political office?

Life Pattern Questions

How many of you:

have a regular routine when you get up in the morning?
take a regular vacation with your family?
enjoy watching movies on TV?
feel that religion is an important part of your life?
have lived in a city all of your life?
wear seat belts regularly when riding in a car?
enjoy family meals?
go to bed regularly at midnight or later?

have a best friend of the opposite sex?
wish you had married later than you did?

Attitudinal Questions

How many of you:

believe there is an age after which fathers should no longer kiss their sons?
believe that abortion is a matter which should be left to the choice of the individuals who are involved rather than to the State?
believe a couple should live together without being married if that is their choice?
believe women with pre-school children should not have full-time jobs?
believe that alcohol is the most dangerous drug?
would be comfortable knowing that your teenage son had had one or more sexual experiences?
would be comfortable knowing that your teenage daughter had had one or more sexual experiences?
believe that children should have a part in family decisions, such as moving to another city or having grandma come to live with you?
would rather have your 17-year-old-son/daughter drink beer than smoke grass?
think birth control information and devices should be readily available to any female over 14 who requests it?
would favor a law limiting the size of families to two children?

Love List

Purpose

This activity gives the participants time to reflect upon the happy things in their lives. It helps them focus on the kinds of things that make them happy, how important these things are to them, and why certain things make them feel good. It also provides them with the opportunity to compare their "highs" with those of other people, realizing that the final end (enjoyment) can be reached by a variety of means.

Procedure (Approximate time—90 minutes)

- The facilitator asks the participants to list 10 things that bring them pleasure, make them happy, turn them on, etc. These may be physical things (i.e., skiing) or emotional things (i.e., sharing with my wife). This is to be done in random order, as the things occur to them.
- The facilitator then asks the participants to RANK ORDER the 10 things in the order of their importance (#1 being the *most* important). Have them put the items (in their rank order) on a separate sheet of paper with 10 columns following them.
- The facilitator then tells the group that they will be examining their items from a variety of perspectives through a series of codings. Not all codes will apply to all items—code only where applicable.
- Give the first code (see below); allow time to complete it; give the second code and wait; continue this process until all codings have been given. Below are the suggested codings:

Column 1—Rank order the items again, this time in the order in which you could not do without them. This may or may not be the same as your first rank order.
Column 2—Do you primarily do these things alone or with people? "A" is alone; "P" if with people; "A/P" if both.
Column 3—Put a $ next to each item which costs you $5.00 or more each time you do it.
Column 4—Put the number 3 next to each item which would not have been on such a list of yours 3 years ago.

Column 5—Think of the person who is most important to you. Put a heart next to each item which you think would be on that person's list if he/she were making one.
Column 6—Draw a pair of lips next to each item that you have told others is important to you.
Column 7—Put the letter "B" next to each item that you would like to do better than you do it now.
Column 8—Put the letter "R" next to each item that involves some risk (physical or emotional).
Column 9—Imagine that your child is now an adult and making his/her own list. Put a stick figure next to each item you would want to see on his/her list.
Column 10—Indicate the last time you actually did each thing on your list, using your own symbols (i.e., L.N. for last night; 2 wks ago; etc.)

Note: Not all codings need be used. Others may be added by the facilitator to better address the needs of the group, etc.

- The facilitator asks the group to reflect on all the data on their love lists and to try to formulate some general statements that can be useful in terms of self-discovery. Some suggestions are:

As a result of this exercise,
I learned that I . . . ., I was surprised that I . . ., I was pleased that I . . ., I was disappointed that I . . ., I plan to . . ..

- The facilitator puts the group into pairs to share whatever they are comfortable sharing from their love lists and/or their learning statements. The sharing should last about 15 minutes.
- The facilitator re-forms the large group. Have the participants list together through brainstorming all of the reasons why they do the things they have put on their lists. The facilitator records all the reasons on newsprint.
- The group then compares this list of reasons with the reasons why people take drugs.
- The group is then asked to discuss their reactions and feelings about the similarities between the two sets of reasons.

THIS IS A LONG ACTIVITY (ABOUT 90 MINUTES). BUT IT IS WORTH EVERY MINUTE. IT IS EXTREMELY POWERFUL.

Note: The last three steps are optional. The activity can end after the pairs have shared.

Change Index (Good introduction to the film *Changing*)

Purpose

Frequently, the film CHANGING is used as the first or second film in the lab, and often the discussion is not as meaningful as it could be because the group is not yet willing to deal with their real feelings. This activity is designed to promote a discussion that will be more meaningful for everyone by forcing the participants to look at themselves in a very real way and make some connections between themselves and the people in the film.

Procedure (Approximate time—45 minutes)

- Before showing the film, have the participants list five changes which they have made in their lives in the last three years. Then have them code their changes, choosing from among the following codes (or you can add your own).

Pro -------------------- professional change
P -------------------- personal change
F -------------------- forced upon me
C -------------------- made by choice
A -------------------- approval of my change by significant others

D	disapproval of my change by "others"
S	increased my status
DS	decreased my status
+ or – $	increased or decreased my financial status
+ or – T	increased or decreased my time with my family
Y or N	Would you do it again? Yes or No.

- After the coding has been completed, ask the group members to write one or several "I learned . . ." statements based on the information generated in the Change Index.
- Provide sharing time (about 15 minutes). Dyads work best.

D. SKILL BUILDING

One of the main purposes of the Social Seminar is to help build and improve communication among the participants. Basic communication skills, once learned and practiced in the group setting, can find application in the world that exists for each individual quite apart from the Social Seminar experience itself.

For this reason, the following section provides "theory" and skill-building activities in three important realms of effective communications. These include:

1. Listening, hearing, and responding
2. Feedback (reacting and interpreting)
3. Processing (understanding what has transpired in the communication process itself)

1. LISTENING, HEARING, AND RESPONDING

During any discussion, there exists the possibility that people are talking and not hearing, that communication, in fact, has broken down. It can be due to heightened tensions, hidden agendas, and impatience, among other causes. The end result can be a disjointed, unsuccessful discussion.

One of the ways to get a group back on the track is to provide exercises specifically designed to sharpen listening and hearing abilities, to force verbal precision. The following exercises are designed for that purpose.

a. Dyad Discussions and Variations

Purpose

To understand the necessity of listening to each other accurately as opposed to merely hearing words without comprehension.

Procedure (Approximate time: 20 minutes)

Divide the group into pairs. Each dyad is then given a topic to discuss and told that each person must repeat word for word what the other has said before she/he can speak.

After 5 minutes, the discussion is stopped and the paraphrase rule is imposed. The listener must paraphrase the speaker's statement to the speaker's satisfaction before the listener is allowed to respond.

After 5 more minutes, each dyad is instructed to move on to draw inferences from the statements of the partners.

After an additional 5 minutes, the large group is reformed and the experience is processed.

Alternate Formats

- This same exercise can be done with a third person who serves as an observer and interrupts the participants when they do not properly observe the rules.

- This exercise can be done with a third person whose responsibility is that of a nonverbal behavior observer. It is his job to interrupt and point out any nonverbal behavior (i.e., tone, gesture, facial expressions, etc.).
- This exercise can be used with an alter ego, a third person whose job it is to follow the discussion carefully and, when he finds the need to, put his hand on the shoulder of one person, thereby stopping the discussion, and speak what he believes the person really feels.
- The facilitator asks the entire group to discuss a topic (either a controversial issue or a part of the planned program), instructing the members that no one can make any comment until he paraphrases what was said by the person speaking before him. After the discussion has proceeded an adequate length of time, the facilitator asks the group members to process their experience, attempting to discover what aspects of the paraphrase rule helped and/or hindered the discussion.

b. Clarifying Levels of Listening and Responding

In order to give some concentrated thought to the way we respond to one another, we have found it helpful to think in terms of what *our* response to another person's statement does *for* him/her. Basically, a response can encourage a person to explore his/her idea or feeling further, or it can put up a roadblock and stop him/her from continuing, or it can direct the attention to our needs instead of his/hers.

A model for observing these kinds of interactions, and one which might help you and your group understand the communication process a bit better, is offered here.

Level 1: The Unrelated Response

The unrelated response is one which introduces a subject that is completely different from the one initiated by the first speaker.

Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.
Speaker 2: Have you heard that Mary and Charlie are getting a divorce?

Level 2: The Tangential Response

The tangential response is one which picks up on a word or thought contained in the statement of the first speaker, but which directs the discussion away from the purpose of the first speaker.

Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.
Speaker 2: Cars are a pain in the neck. Mine has been in the shop three times in the last 2 months.

Level 3: The Furthering Response

The furthering response is one which, either verbally or nonverbally, encourages the first speaker to continue on with what he/she was saying.

Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.
Speaker 2: Were you on the Beltway when it happened?

Level 4: The Feeling Response

The feeling response is one which focuses in on the feeling expressed or implied in the statement of the first speaker. Frequently, the second speaker will respond by also expressing his/her own feeling while acknowledging the feeling of the other.

Example: Speaker 1: I had an accident yesterday, but fortunately no one was hurt.
Speaker 2: I can understand why you are relieved that there were no injuries.

There are several general statements that can be made concerning the levels of response. First, level 1 and level 2 responses shift the focus of the discussion from the first speaker to the second. In effect, they take the ball away from speaker 1 and therefore are frequently self-oriented responses. Level 3 and level 4 responses permit the first speaker to keep the ball, in that he/she is encouraged to continue on with his/her original point and his/her feelings are acknowledged and often accepted.

Second, level 3 responses are often in the form of questions, seeking additional information from the speaker on the subject he/she has initiated.

Third, level 4 responses are always furthering, since they speak directly to the feelings of the speaker and do not shift the focus away from him/her.

Last, there is an implied value judgment in the four levels; that is, levels 3 and 4 responses are better than levels 1 and 2 responses. This is not always the case. There can be many situations when the most desirable thing a person can do is to shift the focus away from a speaker. Perhaps someone has been dominating a discussion. A level 1 or 2 response may be just the intervention needed to revitalize the group and their interaction. What is important is that one must be aware of the nature of his/her response and use the levels 1 and 2 responses when they are appropriate.

Additional Examples of Levels of Response

Level 1: The Unrelated Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: Are you going to the party at Jane's house tonight?

Speaker 1: The most exciting thing happened to me a few minutes ago!
Speaker 2: Did I tell you about the new car I just bought?

Speaker 1: I'm really worried about the growing use of drugs in my son's junior high school.
Speaker 2: Next week our whole family is going to New England on a vacation.

Level 2: The Tangential Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: My math teacher made a mistake in class yesterday and I was the one who pointed it out to him.

Speaker 1: The most exciting thing happened to me a few minutes ago!
Speaker 2: Let me tell you about the crazy thing I just did; it really turned me on.

Speaker 1: I'm really worried about the growing use of drugs in my son's junior high school.

Speaker 2: My daughter has told me that she will never use drugs, and I was quite relieved to hear her say that.

Level 3: The Furthering Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: What had happened to cause the teacher to be uncomfortable?
Speaker 1: The most exciting thing happened to me a few minutes ago!
Speaker 2: Tell me about it. You look so excited, it must really have been something special.

Speaker 1: I'm really worried about the growing use of drugs in my son's junior high school.
Speaker 2: Do you have any evidence to indicate that drug use there is really increasing?

Level 4: The Feeling Response

Speaker 1: I was upset when Mary laughed at the teacher's discomfort.
Speaker 2: I'm really sorry to see you so disturbed. Tell me what happened.

Speaker 1: The most exciting thing happened to me a few minutes ago!
Speaker 2: You look so happy. It must have been a very thrilling experience. I'd like to hear about it.

Speaker 1: I'm really worried about the growing use of drugs in my son's junior high school.
Speaker 2: That's a very real concern for all of us parents. Are you worried that possibly your son has already been experimenting with drugs?

c. Focus Activity

Purpose

To increase awareness of the kinds of responses one makes to another during a discussion or conversation, and to encourage the kinds of responses which maintain focus on the speaker.

Procedure (Approximate time: 45 minutes)

Participants form themselves into trios. They are to decide who will be speaker 1, speaker 2, and speaker 3. They are then to choose a topic which will be discussed by all three of them during the activity. It would be helpful if you suggested some topics such as:

What is friendship to me?
What is success to me?
How I see myself as a man (a woman).

The trios are then to discuss the issue among themselves, observing the following rules:

RULE OF FOCUS:

Each person in the trio will be the *focus* of the group for a 5-minute period, during which he will express his/her views on the topic and respond to the questions of his/her partners. If the focus is taken away from the speaker, either he/she or the other partner must draw this to the attention of the one who has shifted the focus, and the focus should be returned to the designated speaker.

RULE OF DRAWING OUT:

The two partners will at all times attempt to keep the focus on the speaker, using level 3 and 4 responses, clarifying questions, and other techniques. The purpose is to draw out the speaker as much as possible and to provide him/her with maximum opportunity to explore his/her attitudes and values as they relate to this issue.

RULE OF ACCEPTANCE:

The partners must try to accept the person and his/her statements, even if they do not agree with them. They must work toward maintaining a nonjudgmental climate at all times.

As the facilitator, you keep time, indicating the end of each 5-minute focus period.

Provide about 3–5 minutes between focus rounds for the trios to *process* the round, giving each other feedback on how well they were feeling. Also, provide additional time after the third round to process the entire activity.

Note: The concept of focus can also be emphasized during a group discussion by having the facilitator or a group member remain outside of the discussion circle as an observer, holding in his hand a sign which says FOCUS.

2. FEEDBACK

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"Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some Criteria for Useful Feedback

- *It is descriptive rather than evaluative.* By describing one's own reaction, it leaves the individual free to use it or not to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.
- *It is specific rather than general.* To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue, you did not listen to what others said, and I felt forced to accept your arguments or be attacked by you."
- *It takes into account the needs of both the receiver and giver of feedback.* Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
- *It is directed toward behavior which the receiver can do something about.* Frustration is only increased when a person is reminded of some shortcoming over which he has no control.
- *It is solicited, rather than imposed.* Feedback is most useful when the receiver has formulated the kind of question which those observing him can answer.
- *It is well-timed.* In general, feedback is most useful at the earliest opportunity after the given behavior, depending, of course, on the person's readiness to hear it, support available from others, etc.
- *It is checked to insure clear communication.* One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.
- *When feedback is given in a training group, both giver and receiver have opportunity to check the accuracy of the feedback with others in the group.* Is this one man's impression or an impression shared by others?

The "I" Message—One form of Feedback

"I" Message is a term used by Dr. Thomas Gordon in his book *Parent Effectiveness Training* (1971).

Most of the messages we send to people about their behavior are "you" messages—messages that are directed at other persons and have a high probability of putting them down, making them feel guilty, making them feel their needs are not important, and generally making them resist change. Examples of "you" messages are usually orders or commands (stop doing that, get into the car, stop tapping that pencil), or blaming or name calling statements (you are acting like a baby, you are driving me crazy), or statements that give solutions (you should forget that idea, you'd better reconsider that plan), thereby removing the responsibility for behavior change from the other person. Perhaps the worst of all "you" messages is the if-then threat (if you don't . . . then I will . . .).

"I" messages, on the other hand, allow persons who are affected by the behavior of another to express the impact it has on them and, at the same time, leave the responsibility for modifying the behavior with the person who demonstrated that particular behavior. An "I" message consists of three parts: (1) the specific behavior, (2) the resulting feeling you experienced, and (3) the tangible effect on you. Thus, a teacher might say to a student:

(1) When you tap on your desk with your pencil, (2) I feel upset (3) because I get distracted and have difficulty teaching.

A wife might say to her husband:

(1) When I try to help you and you don't say anything, (2) I feel confused (3) because I don't know how you feel about my help.

In effect, the "I" message allows the sender to implicitly say "I trust you to decide what change in behavior is necessary." In this manner, "I" messages build relationships and, equally importantly, they do not place the sender in the position of enforcing a new behavior as is frequently the case with "you" messages discussed in the foregoing.

In order to understand and use the "I" message effectively, people should be given a chance to practice. Below we have listed a few statements you might like to use with your group. (You will probably be able to think of more suitable ones.) Concentrated practice works best in dyads. After practicing for about 15 minutes, you might want to suggest to the group that they integrate this form of feedback into the group's ongoing activities. Be a role model yourself.

- A guidance counselor or administrator has provided you with some insights about a student you are having difficulty with.
- The teacher next door to you often comes into your room after school and comments about how messy your students are.
- An administrator observes your classroom and gets involved in helping some of your students with their work.
- Your daughter or son consistently leaves his/her room in shambles.
- Your husband/wife/roommate refuses to share the household chores.
- Your parents offer to loan you some money to make a downpayment on a new house.
- Your principal has arranged a series of workshops which have been very practical for you.
- A neighbor has borrowed a lawnmower and has failed to return it.
- A close friend has listened to you explain a difficult problem that you are currently facing.
- Another teacher has helped you work on a special curriculum unit.
- An aunt keeps telling you that you are raising your children all wrong.
- A parent accuses you unjustly of discriminating against her child in your class.
- One of your students always seems to say, "This is boring, I don't want to do it."
- At a meeting with students and faculty members, one teacher keeps interrupting the students when they try to speak.
- Two students are constantly cutting each other down during your class.
- A student is running down the hall.
- A group of students have stayed after class to continue to talk to you about the subject of the class.
- Your son/daughter keeps putting off household chores.
- Your sister keeps borrowing your favorite sweater without asking.
- Your husband/wife/mother/father doesn't seem interested in helping you with an important project.
- A teacher has done a great job of explaining a particularly difficult subject.
- You are making your third call to the telephone company in a week concerning an extension phone they agreed to install 1 month ago.
- A friend (of the opposite sex) keeps assuming that you're "just like all men (or women)."
- Your best friend told someone else something you told her/him in confidence.
- An acquaintance borrowed some money and has not paid it back.
- You take your car back to a mechanic for the third time—because it still isn't fixed.
- Your father has baked your favorite dessert—for no special reason.
- The teacher who is next door to you watched your class for you one morning when you were late.

- You and a friend are organizing a party. The friend doesn't do his/her agreed upon task.
- You come home from school all excited about something and no one seems interested in listening to you.
- You've spent a day with your family and you've really enjoyed it.
- Your aunt keeps telling you how to do something you already know how to do.

3. PROCESSING

Processing is a skill that is very important to understanding the kinds of communication taking place in a group. It is a technique used after an activity or a discussion to understand exactly what took place. Process discussions focus on *how* the individuals in the group communicated with each other instead of *what content* they communicated. Individuals reflect upon their actions, how they contributed to (or hindered) communication, how they affected each other on the personal level. A discussion which focuses on the "process" instead of the "content" provides participants a way in which they are able to look at the interaction within the group, and the roles being played by individuals in this interaction. (See Section II of the Resource Kit—Aids for Facilitating a Group—for more information on what to observe in a group and a listing of group roles.)

Often in structured activities and discussions it is helpful for the group to have one participant act as the "process observer." In this way, the group can continually check itself (and remind itself) that they are in the midst of an interaction, an exchange, and that it is helpful to be aware of what is taking place in that exchange. We provide here a "process observer form" which will help the observer(s) record the interactions of your group.

Notes to the Process Observer

As a process observer, you are charged with the task of being "the fly on the wall" during the group discussion which will be taking place. You *will not* be able to fulfill your task and participate in the discussion at the same time. Because you will obviously have things you wish to contribute to the discussion, feelings that you wish to express, you must expect to feel some sense of frustration in your task. You may find some consolation in the thought that your role is a critical one in the learning process, both yours and the members of the group, for you are the one who will be in a position to provide feedback to the group concerning what went on (what *actually* happened) during their discussion. It is therefore important for you to observe as carefully and as analytically as you can, taking enough notes to provide you with specific examples for feedback. The following form will facilitate your task.

PROCESS OBSERVATION FORM

1. Which individuals in the group did most of the talking?
2. To whom was the talk directed?
3. What did the group talk about? (Jot down examples)
4. Did the discussion focus on the cognitive domain (content) or the affective domain (feelings)? (Jot down examples)
5. What interventions were made? By whom? What was their effect?
6. Did any of the group members help the group work well? Who? How?
7. Did any group members interfere with the working of the group? Who? How?
8. How would you describe the climate of the group?
    Cohesive____________________
    Tense____________________
    Hostile____________________

Open______________________________

Supportive______________________________

Passive______________________________

Other______________________________

9. What feelings did you experience in your role as process observer?

Role Playing/Simulation Exercise—Creating a New Experience and Processing the Interaction

Role playing offers an individual a unique learning experience—a chance to walk around in someone else's shoes, to be someone else and understand how it feels. A major part of the success of a role playing exercise is the *processing that takes place afterwards*. To talk about the feelings and actions experienced in a structured role play is a very concrete way to focus a group on *process* instead of content.

Role playing can be a particularly effective tool to use after your group has viewed a film or had a discussion, and you want to:

- Resolve conflict situations (i.e., Participants don't seem to be hearing those who disagree with them; have them "be" the other person's role.)
- Explore the dynamics of a particular human relationship (Create a here-and-now experience showing certain "roles" reacting to each other.)
- Generate ideas about alternative ways of responding to situations.

When you introduce your group to role playing, you might want to give them a few suggestions:

- Take the activity seriously. While at the beginning the role may feel awkward, if people stay in their roles, this uneasiness will soon disappear.
- Be flexible in your role. While initially most of the responses of the characters will probably be stereotyped, participants need to be reminded that they are still people who can respond and be moved by what is said to them.
- Have the participants wear name tags of their characters during the role play, but have them removed before the wrap-up (processing) begins. This will help them get into and out of their roles more easily.
- You may want to ask certain people to play particular roles (e.g., a student to be the mother of a teenager; in long role plays, it can be important for verbal people to have the central roles). But if you are asking for volunteers, suggest that participants might wish to choose roles which are reversals of their own. A minister might become a police chief, a school board member might become a student, a liberal might become a conservative.

or

> You may ask them to choose roles similar to theirs, but respond to the roles in a different behavior pattern. The more aggressive might become more retiring, the more serious become more fun-loving.

or

> Ask them to choose roles they think they would enjoy.

- For longer role plays (such as a simulation game), encourage participants to bring any aids that will help them get into their roles—a uniform for the police chief, a coat and tie for the school board member, etc.

The most important element of role playing is the *processing* afterwards. You can help participants get in touch with what happened during the exercise by asking them to reflect on such questions as:

- Did I try any behaviors that weren't typical for me? How did others respond to them?
- What went on inside me compared to what was going on on the outside?
- How did I feel about doing things I normally don't do or being someone I normally am not?

- At any time did a particular person or situation create a reaction in me? Did I experience:

anger
frustration
happiness
power
confusion
fear
uselessness
inadequacy
satisfaction
success

- How did I respond to these feelings? Did my feelings affect my behavior in any way?

If questions alone don't open up the processing, you might want to use a more concrete tool to help them verbalize the role playing experience:

- Have participants individually (1) draw a circle on a sheet of paper, (2) divide the circle into quadrants, (3) write one feeling they experienced during the activity in each quadrant. Then use these feeling circles as a springboard for processing.
- Have each role player write an "I learned" statement—"From being (this character) I learned that I . . . . ." or "I became aware that I . . . .," or "I was pleased to discover that I . . . .," or "I was uncomfortable to find that I . . . ."

Other devices can be used to trigger the processing. Sometimes groups will spontaneously begin processing on their own. At other times you will need to help them. Whichever, remember that processing is a very important step in the learning continuum.

E. STRUCTURED ACTIVITIES

Structured activities are activities specifically designed to increase awareness of forces at work in a group. They can be games to focus on such natural forces as lethargy and happiness. Or they can be activities a facilitator can use with a group to draw out needs and concerns.

Such tasks, often accomplished under structures of time, rules and/or resources, are based upon the premise that one learns a principle best (and becomes more aware of the interactions associated with that principle) by experiencing it in action instead of merely hearing it explained.

In this section, we have provided samples of structured activities which can be used for the following purposes:

1. Needs assessment
2. Start-ups and energizers
3. Team building
4. Closure
   a. Daily closures
   b. Action planning (task closure)
   c. Reentry

1. NEEDS ASSESSMENT ACTIVITIES

There are numerous ways to find out what individuals and groups feel their needs (goals, desires, hopes, concerns, objectives, etc.) are. The following suggestions range from ones that will take very little time to others that take a greater investment of time. Which to use will depend largely on how much time is available. A greater sense of involvement is predictable with the larger time investment.

a. *Hand-in Needs* (10 minutes)

Have the group members individually write down what each would like to get out of the experience. These can be short or long lists. Then collect them and put them together on newsprint. (You can do this "synthesizing" while the group is doing another activity; if you do this, be sure to report back to them by placing the needs on newsprint and going over them with the group.)

b. *Incomplete Sentences* (10 minutes)

Have the group individually complete these sentences. When each person has completed them, the responses can be transferred to newsprint and posted.

(1) This week will be a success when I ________________________________
(2) This week will be a failure unless I ________________________________
(3) This week I hope that I ______________________________________
Make up your own!

c. *Self-Group-Community Needs* (15 minutes)

Have each person write down responses to the following three categories:

(1) Things each personally wants to get out of this experience.

(2) Things each feels the group itself (agency, institution, school, etc.) needs to get out of this experience
(3) Things each feels his/her community needs.

Place the needs on newsprint in front of the group.

d. *Brainstorming Needs* (15 minutes)

This is an attempt to get as many needs posted before the group as possible. Provide the group with the following rules about brainstorming:

(1) Call out any need you feel the group should deal with.
(2) The group won't stop to discuss or evaluate them—just get them down.

The facilitator will write them down as the members of the group call them out.

e. *Questions Exchange* (30 minutes)

Ask each person to write down some questions he/she would honestly like to have answered during the session. Then organize into groups of three people and have them take turns asking a question. As one asks a question, the other two become "experts," giving the best answer they can (or either can pass). No one is to answer his/her own questions. Ask the groups to jot down each question on newsprint as they talk. At the end of the exercise, the groups will have recorded their curiosities.

f. *Are You Ready to Work Hard?* (60 minutes)

Ask the group individually to write down as many needs as each can think of for this experience. Then pair them up and ask them to combine the two lists into one, operating under two rules:

(1) Be concise. (Really try to combine two similar statements into one that covers both of them.)
(2) Be inclusive. (But don't leave anything out; the final product should include everything you started with.)

Inform them at the beginning that once the pairs have accomplished their tasks, two groups will then work together under the same rules. Then two groups of four will combine. And so on.

Also explain that when they start feeling tired of the process, they are free to grab a piece of newsprint and record their list for posting. They have the freedom to do this as individuals, pairs, quartets, or conceivably the entire group may end up with one all-inclusive list of needs. Once the initial pairs start operating, you as facilitator should move around and combine pairs as soon as they are ready; then combine quartets, etc. Always ask, "Are you ready for newsprint?" at the point of combination.

2. START-UPS AND ENERGIZERS

Start-ups

The activities suggested below are generally helpful in at least three ways;

a. As ice breakers
b. As helps for the participants to get to know each other
c. To help identify group members as possible future resources

And besides, these activities are fun. This list is just a beginning, and the length of your own list will grow with your experience.

(1) *Paired Introductions*

Each person meets and gets to know one other person and in turn introduces his/her partner to the entire group.

(2) *Dyad (pair) and Quartet*

Same as above, but instead of introducing the partner to the entire group, he/she introduces him/her to another dyad.

(3) *One-minute Autobiography*

Break into groups of a dozen or so. Each person is given 1 minute to tell about him/her self. Use a timekeeper, and don't let anyone go over 1 minute. Restrictions can be set as to what can be talked about (e.g., nothing about job, family, home town, hobbies). These restrictions enable the participants to get right to attitudes and values.

(4) *Depth-unfolding Process*

Use this activity in small groups, because it takes 5 minutes per person. The leader should disclose first, to aid in group comfort. In the first 3 minutes, tell what has brought you to this point in your life. One minute is used to describe your happiest moment. The last minute is used to answer questions from others.

(5) *Structured Introduction*

In dyads, small groups, or in the large group, participants can talk about their happiest moment, write their own epitaphs, write a press release about themselves, etc.

(6) *Life Map*

Each person draws on newsprint with crayons or magic markers a picture of his/her life, using stick figures and symbols.

(7) *Name Circle*

The leader begins by stating the name of the person to his/her right and then adding his/her own name. ("This is John, and my name is Sue.") The person on the leader's right repeats the leader's name, his/her own name, and adds the name of the person seated to his/her right. (My name is John, that's Sue, and this is Rita.) Rita then continues the pattern by adding the name of the person on her right. (My name is Rita. That's Sue and John, and this is Mark.) This process is repeated around the entire circle.

(8) *Sandwich Boards*

Each person writes on a sheet of newsprint "Things I Know" (about the content and purposes of the lab, areas of personal expertise, etc.). On a second sheet of newsprint he/she writes "Things I Want To Know." The sheets are joined with tape, sandwich board style, and the participants (wearing their sandwich boards) mill around, nonverbally identifying resources and getting to know one another.

(9) *Sentence Completions*

A prepared list of incomplete sentences (i.e., Anyone who smokes in front of his/her children. . . .) is completed by each member of the group or in small groups.

(10) *Name Tag Activity*

Each participant is given either a 4" X 6" index card or a piece of construction paper the same size.

In the center of the name tag, the person writes his/her first name in large letters.

The facilitator then gives the following directions for completing the rest of the name tag:

- In the upper left-hand corner of the name tag, write the names of two people who have had the most influence on you as a professional. For example, if you are a teacher, you might want to list the two people who have most influenced your philosophy of teaching, your teaching methods, etc.
- In the upper right-hand corner, write the name of the place where you spent the happiest period of your life. This period could be 2 days, 2 months, 2 years, but should be the period when you feel you were the happiest.
- Draw a line under the name of the place you have just written and write the name of the place you would choose to go for a week on vacation, for pleasure, etc. Money is no object.
- In the lower left-hand corner, write the completion of the following sentence: "Life is a cafeteria in which I. . . "
- In the lower right-hand corner, write two values that you hold.
- Scattered anywhere on the name tag, write five words which tell something about what you love to do or about you as a person. All five words must end in *ing*. For example, you might write teaching, caring, loving, swimming, etc.

After the name tags have been completed, the group mills around nonverbally, inspecting the name tags of the others. The participants might want to shake hands with someone, pat his/her shoulder, or in some other way greet one another. This, however, is not required.

The facilitator might move right from the nonverbal mixing into a series of trio exchanges. Participants are to walk around and choose two others with whom they would like to talk. When the groups are formed, they are given a topic to discuss. It is sometimes helpful for the first round to give choices. Two examples might be: (1) Discuss something in your professional experience in the recent past (say 2–3 months) that has made you feel very good, or (2) discuss something having to do with a friend which made you feel good.

After 10 minutes, direct the participants to form new trios. Each person in the trio is given a number 1, 2, or 3. The 1's stay seated and raise their hands. The 2's and 3's stand up, raise the number of fingers corresponding to their numbers over their heads. They then seek out new partners. The 2's look for a 3, and vice versa. When a 2 and a 3 have paired up, they look for a 1 to complete their trio.

During this selection process, the facilitator might want to make the participants aware of the difference between a "picker" and a "pickee" and encourage them to decide what they normally are and then possibly try out the other behavior just to see what it feels like to be a pickee instead of a picker (or vice versa).

A new topic is now assigned for the 10-minute discussion period. One suggestion is to have each discuss a major decision in his/her life that each has made or is in the process of making and to talk about the process that he/she went through in making this decision, the alternatives and consequences considered, as well as his/her feelings about it now.

After 10 minutes, new trios are formed, using the same procedure, except the 2's or the 3's should remain seated while the other two move off to find new partners. A suggested topic for the third exchange is to discuss one of the two values listed on the name tag and to tell how each person is attempting to live this value or implement it in his/her life.

Energizers

These simple and enjoyable games can serve a variety of purposes. The most obvious is that if used the first thing in the morning, immediately after lunch or even after a rather lengthy discussion, they help the group to "wake up" and become energized for the work to follow. They also provide an opportunity for the group to function together in a light activity which is generally nonthreatening. In addition, the activity itself can be processed after it has been completed, providing another opportunity for the group, or the individuals, to become aware of the feelings and behaviors of others. And lastly, the importance of simply having fun is sometimes forgotten in a task-oriented group, and these activities provide the kind of break which all of us need.

Bumpety-Bump-Bump

The group forms a circle, and each person makes sure he/she knows the name of the person on either side of him/her. One person goes to the center of the circle and begins to walk slowly around the inside of the circle, facing each person as he/she passes. At any point, he/she may stop in front of a person, point to him/her, and say, "right bumpety-bump-bump," or "left bumpety-bump-bump." By the time he/she has completed this statement, the person chosen must say the name of the person to his/her right or left, depending on the direction given. If the name is given correctly before the "pointer" has completed the statement, the "pointer" continues around the circle, choosing someone else; if the name is not given in time or is given incorrectly, the person become "it" and the "pointer" joins the circle.

Making a Machine

The group leader should explain to the group that any machine is made up of a variety of moving parts, some of which even make noise. The group will make a machine of their own by each person becoming one of the moving parts. One person starts by going to the center of the circle and making some sort of movement with his/her hands, legs, body, etc. He/she may also make any noise which he/she deems appropriate. A second group member can then join him/her in the center of the circle and add a movement of his/her choice; this movement should be a consequence of the first person's movement (as one gear moves another). One by one, the other members of the group add on to the machine in any way that they wish until all group members are a part of the machine. The group leader can then give the machine directions to slow down, speed up, etc.

Tiger-Gun-Man

This is a variation of the old rock-scissors-paper game that most people played when they were children. The group is divided into two teams, which stand in a line facing one another, with a space of about 5 feet in between. The teams huddle and decide if they are to be a tiger, a man, or a gun. This decision should be made very quickly. They then form the line again, and on the signal of the leader, each person in the line makes the sound and movement which is appropriate for the choice they have made. If they are the tiger, they would lunge forward (as if clawing) and growl viciously; if they are a man, they would assume a Mr. America pose, showing their muscles; if they are a gun, they should point and shout, "bang." If both teams make the same choice, it is a draw. Otherwise, the tiger beats the man, the gun beats the tiger, and the man beats the gun.

How Do You Like Your Neighbor?

The group is seated in chairs in a circle. The leader stands in the center of the circle. Each group member, including the leader, is given a number. The leader walks around the circle, stops, and asks a member the question, "Do you like your neighbor?" There are two possible responses. If he/she says, "Yes," everyone in the group, including the leader, must run for another chair. The person who is left without a chair after the scramble becomes the leader for the next round. The person may also say, "No, I don't like my neighbor. I would rather have numbers 6 and 9 for my neighbors." He/she may call out any two numbers of other group members that he/she wishes. The two people whose numbers are called get up and move to take the seats on either side of him/her. The two people who have been sitting next to him/her, as well as the leader, must scramble for the two seats vacated by those whose numbers are called. The person who ends up without a chair becomes the leader for the next round.

Swat

All group members are seated on chairs in a circle; the leader is seated on a chair in the center of the circle. The leader has a roll of folded newspaper secured with a rubber band. He/She gets up and walks around the circle until he/she chooses a person and swats him/her on the leg (it must be below the knee) with his/her swatter. The leader must then run back to his/her chair, place the swatter on the chair, and run to sit down in the chair of the person he/she has just swatted. Meanwhile, the swattee gets up and runs to the center chair to get the swatter and tries to swat the leader below the knee before he/she can sit down in the chair. If the leader throws the swatter to try to get it on the chair and it falls on the floor, the leader must try to replace it on the chair. However, if the swattee can, he/she may grab it and swat the leader with it, so it is not always an advantage for the leader to try to toss the swatter rather than placing it on the chair. If the leader is seated before the other person can swat him/her, the swattee becomes the leader. If the leader is swatted before he/she can sit down, he/she continues as leader.

The Milling Assassin

This is a nonverbal exercise. The group leader must choose one person to become the assassin. This is done by having all the group members stand in a circle with their hands behind their backs. He/she will touch one person on the wrist, and that person is designated as the assassin, but no one else in the group will know who it is. After the leader has completed the entire circle, the group members begin to mill around, shaking hands with everyone they pass. This must be done nonverbally. The assassin will also mill around and shake hands, but whenever he/she wants to, he/she may "kill" someone by shaking hands and extending his/her finger to touch the wrist of the person with whom he/she is shaking hands. The victim will wait about 10 seconds and then "die" by falling to the floor and making appropriate noises. The group will have to try to discover the identity of the assassin. When one person feels that he/she knows who the assassin is, he/she becomes the declarer and says, "I know who the assassin is." Before he/she can name anyone, another member of the group must volunteer to become his/her backer. Then the declarer will say, "The assassin is John." His/her backer must agree with this choice. If he/she does, and if John is indeed the assassin, the game is over for that round and the process must be started again. If, however, John is not the assassin, then both the declarer and the backer must die. The game then continues. If the backer refuses to agree with the declarer's choice of assassin, then the game continues with no response from John as to whether he is or is not the assassin.

3. TEAM BUILDING

A group needs to develop a sense of cooperation and trust among its members if it is to function constructively together as a unit. Certain kinds of structured activities can be used, almost as games, to build these elements in a group. And the discussions after the activities can lead to an understanding of *how* trust and cooperation are built within a "team"; this understanding can then become part of the ongoing learning experience of the group.

In the next few pages we have provided some activities which you might want to use in your group. Remember, though, that *everything* that happens within a group affects its sense of togetherness. The activities here find their worth by drawing attention to specific feelings and actions that contribute to (or hinder) growth within a group.

a. The Squares Game: An Experiment in Cooperation

(This game was originally developed by the NTL Learning Resources Corporation.)

Purpose

To help persons become more sensitive to the way in which their behavior may help or hinder joint problem solving.

Procedure (Approximate time: 45 minutes)

Before the group gathers, prepare a set of squares and an instruction sheet for each group of five participants. (See below for directions on making the set of squares and content of the instruction sheets.)

- Divide the participants into groups of 5 and seat each group at a table supplied with a set of envelopes and an instruction sheet.
- Ask that the envelopes be opened only on signal.
- Begin the exercise by asking what cooperation means. List on the board the requirements for cooperation. For example:
  - –Everyone has to understand the problem.
  - –Everyone needs to believe he can help.
  - –Instructions need to be clear.
  - –Everyone need to think of the other person as well as himself.
- Describe the experiment as a puzzle that can be solved only by cooperation. Read the instruction sheet aloud; point out that each table has a reference copy of the instruction sheet. Then give the signal to open the envelopes.
- When all or most of the groups have finished, call time and discuss the experience.

The Puzzle

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns. The patterns can be put together to form five 6-inch squares. They will form these five squares *only* in the combination shown in the diagram. You, as the group facilitator, will prepare the materials and distribute them in five envelopes (one for each member of a group) as indicated below. The task of the group is then to reconstruct the five 6-inch squares, sharing the pieces among each other.

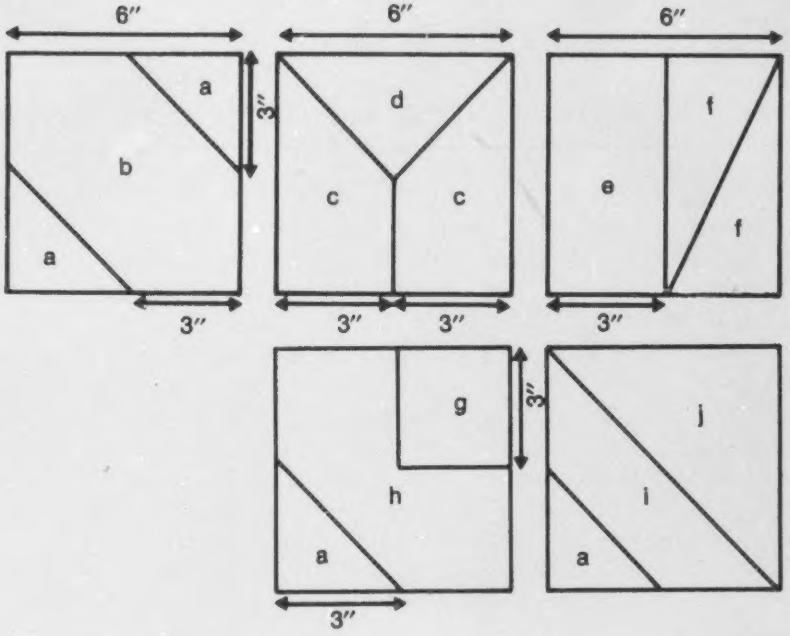
Preparing the Puzzle

- Mark the five 6-inch squares of cardboard as shown above. (Pencil the small letters in lightly; you will want to erase them later.)
- Cut the squares apart, making each letter an individual piece.
- Mark five envelopes with the capital letters "A" through "E".
- Separate the pieces of cardboard in the following way:

  Envelope A—j, h, e
  B—a, a, a, c
  C—a, i, j
  D—d, f
  E—g, b, f, c

- Take each envelope and its pieces of cardboard, erase the small letters you have lightly penciled on the pieces, and replace that small letter with the capital letter of the envelope into which it is to be placed. (This will make it easy to put the pieces back in the right envelope at the end of the game so that they are ready to use the next time.)

Preparing the Puzzle:



Preparing the Instruction Sheets

The instruction sheets (one for each group of five participants) should read as follows:

"Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him/her a perfect square and all the squares are the same size. These are the rules:

1. No member may speak.
2. No member may signal in any way that he/she wants a card. Nor can he/she take a card from another participant.
3. Members may give cards to others."

As you can see, these rules put limits on the group which will require each to be aware of the needs of the other group members, and to cooperate in constructing the final product (five equal squares). Each group will have the added incentive that they are competing against the other groups in the room. This competition will add an element of urgency to the activity. When you later talk about the activity, you will want to have the group reflect upon, among other things, how their desire to cooperate with one another was influenced by the pressure of time (competition to finish first).

b. Risk Taking/Trust Building Activities

Purpose

To help build cohesiveness within the group and to help develop a sense of trust among individuals.

Procedure

General rules for all risk taking/trust building activities include the following:

- No activity should involve any greater risk than the least comfortable person can bear, but should involve enough risk to make the rewards worthwhile.
- All such activities should be appropriately designed for the specific group. As facilitator, you need to know your group fairly well before you move them into risk-taking activities.
- Processing the experience afterwards is of utmost importance.

Below are listed a few activities you may wish to use with your group:

- *Trust Fall*—Partners stand, one with his/her back turned. With his/her arms extended sideways, he/she falls backwards and is caught by the partner. Reverse roles and repeat.
- *Trust Walk*—One partner closes his/her eyes and is led around blind, through and over things. Reverse roles and repeat.
- *Trust Run*—Outside, one partner closes his/her eyes and is led by the other in a vigorous run. Reverse roles and repeat.
- *Tug-of-war*—Partners imagine a line between them on the floor and have a tug-of-war with an imaginary rope. One partner is to be pulled across the line.
- *Mirroring*—Partners stand facing each other. One becomes the mirror image of the other's bodily movements. With hands in front, palms toward partner, they move expressively. Then reverse roles and repeat.
- *Circle Pass*—Group participants stand in a tight circle. A volunteer or participant who wants to develop additional trust in the group is rolled around inside the circle. He/she may be thrown from side to side.
- *Machine*—One at a time each participant stands up and imitates a machine, using body for active parts and voice for machine-like sounds. After one person is up, the next goes up and links to the first as if he/she is an additional part of the machine, etc. The facilitator can ask the machine to quicken or slow down.
- *Eye-contact Chain*—Participants form two lines, facing each other, about a yard apart. They hold hands, and the persons at the two ends hold hands. This forms a chain similar to a bicycle chain. Without talking, look the person opposite you in the eyes. When the group feels ready, everyone takes one step to the right. Look the next person in the eyes. Take another step to the right. Continue until you return to your original position.
- *Personal Interview*—Dyad members interview each other. A rule of thumb should be that any question one person asks, he/she should be willing to answer. Each person has the right to decline to answer any question with which he/she feels uncomfortable.

c. Letter Game

Purpose

To build a sense of "togetherness," working as a team on a task.

Procedure

(Approximate time—1 hour)

- Have people divide into groups of at least four.
- Ask each person to think of his/her favorite letter of the alphabet. Then give everyone a sheet of paper and ask each to draw the letter in the most perfect way for that letter to be drawn.
- After each person in the group has finished drawing his/her letter, allow time for people to share their letters, explaining different characteristics of the drawing and the letter, using the first person, such as, "I am an *L*. I am light and lyrical and tall."

- After the sharing, each group must make up a word with their combined letters. (The word should be a brand new word.) Then ask them to develop a dictionary-type definition for the word.
- Once a definition has been decided upon, each group must figure out a way to present its word to the rest of the groups by acting out the definition. Each group, in turn, then presents its word to the total group.

d. Unequal Resources

Purpose

To provide an opportunity to observe and experience the impact of unequal resources on individuals and groups and to become aware of the processes involved in bargaining for resources

Briefly, this activity involves dividing the participants into 8 groups all of whom must accomplish the same tasks, but each group will have only part of the resources needed to accomplish them. The groups must then bargain among themselves to share materials. The eight groups will be organized into two clusters of four groups each. The two clusters will be competing against each other, while at the same time all eight groups are competing individually among themselves. In other words, there will be two levels of winners—the individual group winners and the cluster winners (the first of the two clusters to have all four groups finish the tasks).

Preparation ahead of time

- Gather together the following materials:
  - 8 large envelopes
  - 4 pairs of scissors
  - 2 rulers
  - 10 paper clips
  - 4 pencils
  - 2 bottles of glue
  - 4 felt-tipped markers
  - 4 4″-squares of red construction paper
  - 4 4″-squares of white construction paper
  - 34 sheets of construction paper (8½″ x 11″) in the following colors: 6 blue, 8 white, 10 gold, 6 green, 2 red, 2 purple
- Prepare 4 UNEQUAL RESOURCES TASKS SHEETS which read as follows:

  "1. Make a 3″ x 3″ square of white paper.
  2. Make a 4″ x 2″ rectangle of gold paper.
  3. Make a 4-link chain, each link a different color.
  4. Make a T-shaped piece (3″ x 5″) in green and white paper.
  5. Make a 4″ x 4″ flag, in any three colors.

  The first group to complete all tasks is the winner. You are also a member of a cluster of four teams; your cluster becomes a winner when all four groups within the cluster have finished all tasks listed above. Your group may bargain with *any* other group for the use of materials and tools to complete the tasks on any mutually agreeable basis."
- Prepare 2 UNEQUL RESORCEZ TASK SHEETS which read as follows:

  "The first task iz tu konstrukt a skwar uv wyt paper meshuring thre inchez bi thre inchez and mak a rektangl wich meashurz for inches bi tu inchez uv gold konstrukshen paper and bild a for link paper chane konsisting uv for interkonekted luups ech uv a difrent kuler kunstrukshun paper linked tugether and mak a kapitul T uv green and wyt paper the T iz to be fiv inchez hi vertikle and thre inchez wyd akros the top and mak a for bi for inch flag in ane thre kulerz of kunstrukshun paper.

"The first grup to kumpleet al tasks iz the winr yur also a membr uv a kluster of for teems yur klustr becumz a winr wen al for grupes within the klustr hav finished al tasks listd ubuv yur grupe ma bargin with *ane* uthr grupe for the uze uv mateareulz and tulez tu kumpleet the tasks on ane mutually ugreebl basiz."

- Separate the above resources and tasks sheets into the large envelopes as follows:
  - Group I—Make 2 group I envelopes (one for each cluster), each including the following: 1 pair of scissors, 1 ruler, 5 paper clips, 2 pencils, 2 4"-squares of red paper, 2 4"-inch squares of white paper, 1 UNEQUAL RESOURCES TASK SHEET
  - Group II—Make 2 group II envelopes (one for each cluster), each including the following: 1 pair of scissors, 1 bottle of glue, six 8½" x 11" sheets of paper (2 blue, 2 white, 2 gold). These 2 groups will receive *no* task sheets.
  - Group III—Make 2 group III envelopes (one for each cluster), each including the following: 2 felt-tipped markers, six 8½" x 11" sheets of paper (2 green, 2 white, 2 gold), 1 UNEQUAL RESOURCES TASK SHEET.
  - Group IV—Make 2 group IV envelopes (one for each cluster), each including the following: 5 sheets of 8½" x 11" paper (1 green, 1 gold, 1 blue, 1 red, 1 purple), 1 phonetic task sheet (UNEQUL RESORCEZ TASK SHEET).
- Provide table and chairs for each group. These should be placed far enough away from each other so that each group's bargaining position is not betrayed by casual observation.

Procedure: (Approximate time: 1 hour)

- Ask groups to be seated at their individual tables and distribute an envelope of materials to each group. (Make sure that groups I–IV are each represented in the clusters.)
- Ask the groups not to open their materials until they are signaled to begin. Explain that each group has different materials but that all groups are expected to complete the same tasks. Explain that they may bargain for the use of materials and tools in any way that is mutually acceptable. Emphasize that the first group to complete all tasks is the winner. Also explain that each group is a member of a cluster and that all groups within a cluster must finish all tasks in order to win at the cluster level.
- Give the signal to begin and attempt to observe as much group and bargaining behavior as you can, so you can supply some feedback during the final phase. (If you are having other participants act as process observers, it is best to assign observers to specific groups in order to ensure that there can be more useful feedback to the groups later.)
- Stop the process when group and cluster winners have been declared and the other groups have been allowed to complete ongoing tasks.
- During the discussion, the participants may make process observations concerning utilization of resources, sharing, bargaining, and competition, using the facilitator and other process observers as outside consultants to supply feedback on individual and group behavior.
- You may alter the complexity of tasks and distribution of resources to fit many different kinds of groups and age levels. This experience is appropriate for children as well as adults. When it is being used as a teaching tool, analogies may be drawn between this experience and how minority groups or underdeveloped nations relate to those with power.

e. Tower Building

(This activity was originally developed by the NTL Learning Resources Corporation.)

Purpose

To examine the processes of group task handling and decisionmaking when they are done under the pressures of time and competition.

Procedure

(Approximate time—two 20-minute periods)

- Divide the group into groups of seven and designate two observers for each.
- Provide each group with the following materials (and nothing else):
    - 6 pieces of thin cardboard (size of newsprint)
    - 20 manila file folders
    - 1/4 ream each of several colors of art paper (8 1/2"x11")
    - 3 newspapers and 2 magazines (any size)
    - 1 ball of string
    - 1 roll of masking tape
    - 1 role of scotch tape
    - 4 pieces of tissue wrapping paper
- Describe the task to be accomplished in the next 20 minutes. The task is to build a tower which best characterizes each group. The rules are as follows:
    - (1) Tower must be free-standing.
    - (2) Time allowed for building will be exact. There will be a 5-minute warning signal, and a 30-second countdown at the end of the period. For each second taken over the time limit, a point will be deducted from the score.
    - (3) Observers may not participate and must remain silent.
    - (4) Constructions will be judged by outside architectural experts (the observers).
- Give a signal for the groups to begin tower building; and give the appropriate warning signals in due course.
- Have the judges, without asking questions of any members of the groups, establish a rank order of the constructions on the basis of originality, creativity, use of materials, and the message received.
- During the second 20-minute period, have the observers for each group summarize the discussion and the action in their groups.
- In the discussion that follows, raise these questions:
    - What decisions were made about tower design, and who made them?
    - What other points of decision or crisis were encountered?
    - Who exercised influence in each group?
    - Who seemed to have no influence?
    - How were human resources used in each group?
    - To what extent were alternatives explored before undertaking a particular task?
    - To what extent did each group stay with a plan once adopted?
    - What similarities and differences in the behavior of individual members were observed in this group in comparison with other groups?

4. CLOSURE ACTIVITIES

Closure activities are purposeful attempts to draw the group together at the end of an experience. In a group, such as that which develops around the Social Seminar, closure is usually needed at several different times, on many different levels, throughout the total experience.

Processing (talking about what happened between individuals in a discussion or activity) has been explained elsewhere, and it is one form of closure. Other types of closure are discussed in this section:

a. Daily Closure Activities
b. Action Planning (Task Closure)
c. Re-entry Activities (Total Experience Closure)

a. Daily Closure Activities

- *Sentence Completions*—A simple, short kind of closure activity is the sentence completions. Each participant is asked to complete one or two of the following statements on paper. The facilitator then can collect them and read them (anonymously, if names are included) to the group. Such activities help participants learn how others are reacting; they also provide the facilitator with valuable feedback. Sentence completions could include:

  Today I learned that I ________________
  Tomorrow I hope that I ________________
  If I could change one thing about today, it would be ________________
  The best thing about today was that I ________________
  Today I was pleased that I ________________
  Today I was displeased that I ________________
  Today I was surprised that I ________________

- *Greeting Cards*—After exchanging a few of his/her feelings about sharing a feedback in the group, the facilitator asks each of the group members to make a greeting card. It can be addressed to the entire group, or to one individual in the group. The card should in some way indicate knowledge or understanding of the group, the individual being addressed and/or the content of the day's activities. The cards can then be shared with the entire group and placed on the walls. The facilitator will need to provide the following materials for use:

  Newsprint (or other paper)
  Magic markers
  Scissors
  Colored paper
  Paste, glue, etc.

- *Self-analysis*—This activity provides an opportunity for each individual to reflect upon him/herself, the group, and the day's activities. After each person has responded on paper to the following questions, he/she may keep the answers for future reference or share them with a partner. The questions include:

  (1) What opinions of mine were sought after and listened to today?
  (2) What were the two most important things I did to help the group today?
  (3) What were the two most detrimental things I did in the group today?
  (4) What help did I receive from the group today?
  (5) Tomorrow I will ____

b. Action Planning

Action planining can be viewed as a unique type of closure. Your group most probably formed because it wanted to eventually do something about a problem or a community concern. Opening up communication and understanding among the group members is only the first step.

Anxieties might still be high about "Where do we go from here?" The group might feel pleased with what has happened to them personally, but what about that *task* they wanted to accomplish, that problem they wanted to work on?

A little constructive focusing on the tasks they may have to deal with later will add another dimension to the closure necessary for the group. Action planning is actually an opening—a planning for the future. But it can also be seen as a closure activity since it can provide the group with thoughts and tools to cope with the next step they must take—outside the protective environment of the group.

In this section, we provide you with a model for action planning with your group.

Model for Action Planning

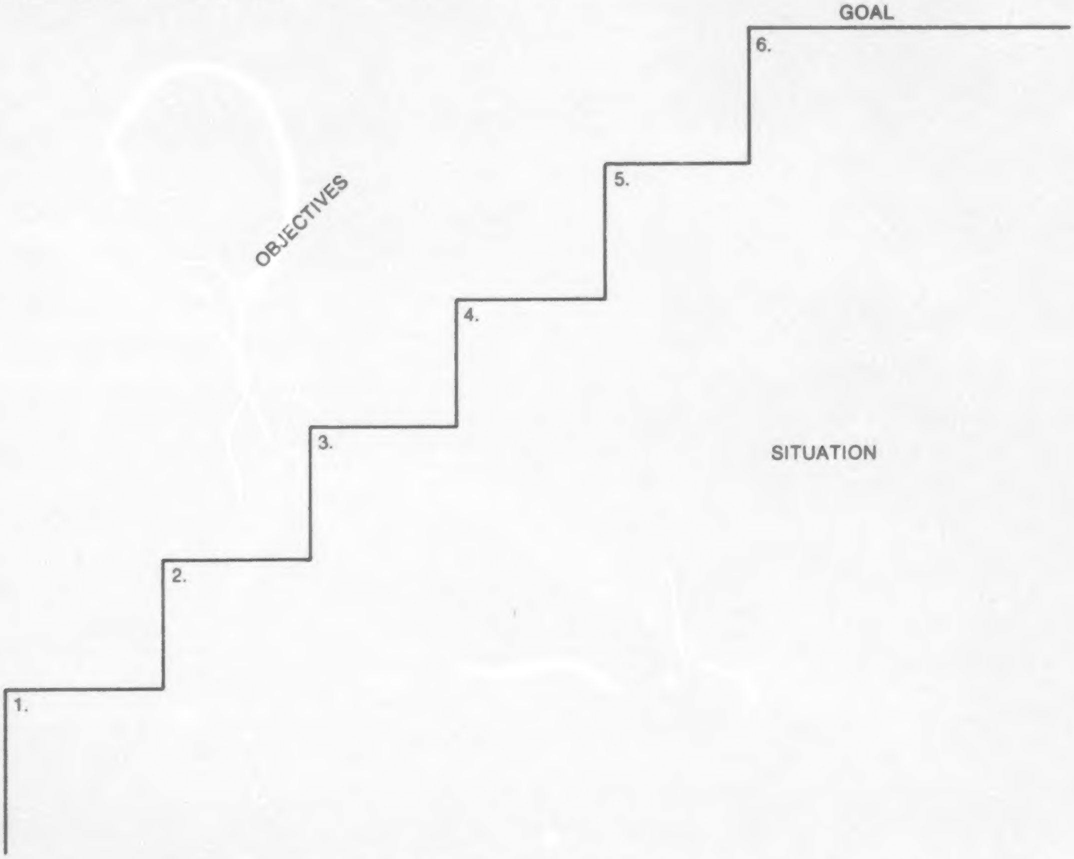
- *Setting Goals*—The first and perhaps the most important step in the change process is to look beyond the present state of affairs or the situation as it currently exists. Rather than spending time and energy describing how things are now, try instead to visualize and verbalize what you would like to happen.

A goal then, is a very clear and realistic statement of what you wish to accomplish. A goal is quantifiable (i.e., it is stated in a time frame and can be measured). An example of a goal might be "to become President of the State Teachers Association in 1975."

List below what you perceive to be a realistic and achievable goal for the utilization of your training and the implementation of the Social Seminar.

- *Establishing Objectives for Change*—An objective is a step one takes in pursuit of a goal. It is also stated in terms of what is realistic and achievable in a given span of time. It is aimed at action which can be measured. For example, an objective under the goals of becoming President of the State Teachers Association in 1975 might be "to become a member of the representative assembly of my local in 1972." Another objective under the same goal might be "to become president of my local in 1973." Still another objective might be "to become a delegate to the annual meeting of the State Council of Education in 1974."

Identify steps which you feel are practical and necessary for you to take in order to achieve your goal. List them in the order they will be taken.



- *Diagnosing Forces That Help and Hinder Achievement of Objectives*—There are forces in every situation that cause things to remain as they are. The forces that push toward change are called driving or helping forces. The forces that resist change are called restraining or hindering forces. If change is to occur, forces must be altered so that movement can take place. In order to plan appropriate strategies for change, the forces in the situation must be clearly understood and identified. A "force" can be people, resources, attitudes, traditions, values, needs, desires, etc.

What forces will help you achieve your objective(s) and what forces will probably hinder you from achieving your objective(s)? List all that come to mind without placing a value judgment on any.

HELPING FORCES →	← HINDERING FORCES

- *Building Supports*—Consider other people and organizations who may be sympathetic or supportive of your action idea. Think of ways in which you can develop a linkage, form a coalition, or build support for what you propose to do. List below the persons or organizations that you think are agreeable to your actions and ideas. For each person or organization listed, think of three things you can do to win their support.

A. ____________________
   1.
   2.
   3.

B. ____________________
   1.
   2.
   3.

C. ____________________
   1.
   2.
   3.

D. ____________________
   1.
   2.
   3.

- *Finalizing, or Getting It All Together*—Now that you know what needs to be done and the kind of support system that must be built in order to do it, you should place in sequential order every action step you plan to take. The first action step you or your group plans to implement should be listed first. This should be followed by the second, and so on. You should put down everything that has to be done, who has the responsibility for doing it, when, where, and how the action will be taken.

What Has To Be Done	Who Will Do It	Where and When	How

- *Evaluating*: Plan a way of evaluating the effectiveness of your action program as the steps are implemented. You should also evaluate from time to time the relationships of members of the team as they work together in pursuit of a common goal. Are we functioning more effectively as we proceed? Are there interpersonal things that stand in the way of effective teamwork? How near are we to achieving our goal?

c. Re-Entry Activities

The purpose of any re-entry activity is to allow workshop participants to prepare for leaving the workshop or seminar environment. During any group experience that lasts longer than 1 day, the seminar participants will probably notice some differences between how people relate and function during a session and how people operate at home in the real world of daily routines. The seminar environment will most likely be more caring, more honest, more trusting, more accepting. If individuals have really become involved and have experienced some personal growth because of the group experience, it will be important to help them switch gears so that when the group experience is over they will not feel completely lost or out of place back home. Time needed for these activities varies according to the activity, the size of the group, the amount of sharing time you allow and the degree of involvement that participants had with each other and the seminar. Times are given here merely as guides.

- *Daydream* (30–40 minutes)—Ask participants to get in a comfortable position and close their eyes. Gently guide them in a daydream about going home, giving them instructions that might go something like this:
  - –You've just come into your house. Whom do you see? What do they say to you? Do they want to hear about your experience?
  - –What will you be doing tonight? Whom will you see? What will they expect of you?
  - –When you go back to work or school on Monday (or whenever) what will you have to do? How do you think you'll feel about being there? What kinds of feelings do you think you will have then about this experience or the people who are here?

Let people come out of their daydreams at their own speed. Spend some time letting participants share their thoughts and feelings about their dreams, focusing, perhaps, on their feelings about breaking up the group experience.

- *Hopes, Fears, Expectations* (30 minutes)—Ask participants to break into dyads to share their individual hopes, fears, expectations about leaving the group. Spend a few minutes sharing reactions to dyads/triads in the total group.

- *Needs Assessment* (30–40 minutes)—Individually, have participants make a short list of the significant people with whom they will have the most contact as soon as they return home. Have them add themselves to the list. Ask each participant to anticipate and list what each person on his/her list might need in the time after the participant returns home.
- *Total Group Sharing* (30 minutes)—Allow for participants to share thoughts or feelings about re-entry. You might deal with issues such as:
    - –What have you gained through our experience together?
    - –How do you expect to apply it in your usual routine?
    - –How do you think your peers or family members will react to you when you get home?
    - –What feelings do you have about breaking up the group?
- *Here and Now Wheel* (20–30 minutes)—Have the participants draw a circle and divide it into quadrants. Ask them to get in touch with four feelings and write four words (one in each quadrant) to describe the feelings. Then ask them to choose two of the feelings and expand them into phrases or sentences. Ask each to share his/her feelings and thoughts with the group.

Whatever activity you use for dealing with re-entry, remember to allow time for people to say goodbye to each other on an individual basis.

F. HOW TO PLAN A SOCIAL SEMINAR

AGENDA BUILDING

The following agendas (working plans) for handling social seminars are placed here for two purposes:

- The first example is here to emphasize the fact that you as facilitator must be willing to be flexible. We have constructed in detail a pre-seminar agenda, very much the way you might do before you meet with your group for the Seminar. This detailed agenda is then followed by a detailing of what actually happened once the seminar was underway. Basically, the second agenda reflects the realities of group process of which every facilitator should be constantly aware.
- The second part of this agenda building section provides you with a variety of time frames and suggested formats which might be helpful as you start planning your own social seminars.

What We Planned

Time: 20 hours—a weekend, residential setting

Group: High school students, teachers, parents, youth workers. All are from one community and have made a commitment to work together as an action group after the weekend.

Purpose: To develop some communication skills and lines; to move toward exploring needs and concerns of people within the community; to identify existing resources available within the group and community to meet these needs.

Saturday

9:00–9:15	Coffee, tea, hot chocolate, donuts. As participants arrive, encourage them to write on the 4 or 5 graffiti sheets you have placed around the room. (It helps if one of the sheets is labeled "My expectations for the weekend.")
9:15–9:35	Name circle (See structured activities section of Resource Kit)
9:35–10:00	General welcome comments, including the purpose of the seminar. Go over graffiti sheets. Establish ground rules: (1) Acceptance; (2) right to pass; (3) always will have the chance to deal with unfinished business (See values clarification section of Resource Kit). Take care of housekeeping issues.
10:00–10:45	Name tag activity (See structured activities in Resource Kit)
10:45–11:00	Break
11:00–11:45	Squares game (See skill building section of Resource Kit). In processing this activity afterwards focus on recognizing the needs of others, the feelings each had as the group worked together, and how competition related to those feelings and the behavior that resulted.
11:45–12:15	Levels of response (See skill building section of Resource Kit). Explain the different levels of response, and have the group practice them. Help them

understand how to focus on what is being said, draw out more meaningful responses, and accept what is being said.

12:15–1:30 Lunch break

1:40–2:05 Introduce BRIAN AT 17, explaining cinema verite technique (no actors, no scripts, cameras catch real life on film). Show the film.

2:05–2:20 Have the participants individually list the needs they see for Brian, his mother, his guidance counselor and his history teacher.

2:20–2:45 Discuss BRIAN in groups of about 10, using needs list as reference points for the discussions. Remind participants to practice focus skills.

2:45–3:15 Forced choice activity (see values clarification activities in Resource Kit). In talking about the exercise afterwards, focus on (1) whether people make choices for positive or negative reasons, and (2) subtle ways people pass judgment on each other—laughing, nonverbal looks or actions, generalizations.

3:15–3:30 Break

3:30–4:15 Needs assessment activity (see structured activities). Work individually first, then in small groups. Finally, bring the groups back together and develop a list of needs in the large group.

4:15–5:00 Continuums (see values clarification activities section). Explain continuum concept to large group. Then break into small groups to participate in continuum activity which will help prepare them for next film (TEDDY).

My Response to Community Problems

Jump in Jean ——————————————— Couldn't Care Less

(Gene) Kelly

My Attitudes About Changing Society

Anything's Possible ——————————————— Can't Change

Al (Ann) Charlie (Charlene)

5:00–7:30 Relaxation and dinner

7:30–7:45 Energizer (See structured activities section on Resource Kit)

7:45–8:05 Introduce and show TEDDY; let people know they have to listen carefully on this one.

8:05–8:35 Discuss TEDDY, using continuum discussion groups established earlier in the afternoon.

8:35–9:00 Closure for the day: Use the completion sentence: "Today I learned that I. . . ." Provide time for any comments or reactions to the day that anyone wants to share.

Sunday

9:00–9:20 Coffee, donuts, etc.
Graffiti sheets
Review the day's plans with the group.

9:20–9:40 Read graffiti sheets.
Open sharing—Ask for any reflections on what happened the day before.

9:40–10:10 Introduce and show COMMUNITY IN QUEST, emphasizing that it shows one community, some of its needs, and how they were responding to those needs.

10:10–10:40 Discuss COMMUNITY IN QUEST

10:40–10:55 Break

10:55–11:55	Unequal resources (See the structured activities section). In processing afterwards, make sure the group discusses: (1) how people have different resources, (2) how people can manage to work together, (3) what has to be done in order to accomplish a task within a group. Relate this task to the upcoming afternoon's activities which will focus on needs assessment and searching out resources.
12:00–1:15	Lunch
1:15–1:30	Energizer
1:30–1:45	Explain the brainstorming model of needs assessment (See needs assessment section of structured activities section of Resource Kit).
1:45–1:55	Small groups (5–6 people) will brainstorm the needs of their community.
1:55–2:15	The small groups should evaluate the needs list and determine which of these needs are urgent and must be met.
2:15–2:25	Each small group should spend some time processing the actions they have just taken. Take a look at what goes into brainstorming and choosing. How did they finally come to their choices?
2:25–3:10	The small groups will report to the entire group about their needs assessment activities; the needs they identifed and the process they went through to arrive at those needs should both be discussed.
3:10–4:00	Combine the needs identified in the small groups. Discuss and rank order needs for the entire group. Make a list of already existing agencies or groups which could potentially meet some of these needs. Make a list of resources within the group itself which could help meet some of the needs. Identify what is left to be done. Discuss the gaps. What can be done? What should be done? What do people want to do? Let the people decide what they want to work on.
4:00–4:20	Establish Task Forces around the commitments to action which the group has made; give the task forces some time to meet and discuss their initial plans for meeting after the weekend to develop and carry out action plans.
4:20–4:50	Closure: a closing activity allowing the group to reflect upon and share their reactions to the weekend and the group itself.
4:50–5:00	Evaluations

What Really Happened

9:00–9:30	People arrived late. Coffee, donuts, etc. Graffiti sheets
9:30–9:45	Name circle
9:45–10:30	Welcome. Talked about ground rules. Took care of housekeeping details. People became involved in discussing smoking issue which caused us to be one-half hour late.
10:30–11:15	Name tag activity
11:15–11:30	Break
11:30–12:30	Squares game. People became involved in the discussion and took 15 minutes more than planned.
12:30–1:30	Broke for lunch, but decided to take only an hour

1:30–2:00	Eliminated energizer that was planned. They didn't seem to need it anyway. We moved directly into Levels of Response.
2:00–2:30	Showed BRIAN AT 17
2:30–3:15	Participants spent 10 minutes in large group brainstorming Brian's, his mother's, and his teacher's needs, then discussed the film in reference to that list.
3:15–3:30	Break
3:30–3:50	Energizer—Milling Assassin. People enjoyed it so much that it took a little extra time.
3:50–4:05	Someone raised the question dealing with availability of local money for development of a community alternatives project. That question generated discussion about the various agencies which have started working with new ideas for youth involvement.
4:05–5:00	Spent some extra time doing the Forced Choice Activity. (The choice, "Which are you most similar to—a pogo stick or roller skates?" generated lots of discussion which provided some good opportunities to deal with personal judgments.) Before breaking for dinner, we dealt with the fact that we were 1½ hours behind; the group decided to work later than planned during the evening session.
5:00–7:30	Relaxation and dinner. During dinner, one student left the workshop. She said she was bored.
7:30–7:45	Energizer
7:45–8:20	Needs assessment. It went faster than planned; it generated lots of enthusiasm.
8:20–8:50	Continuum activity. We did two instead of the planned three.
8:50–9:15	Showed TEDDY
9:15–10:00	TEDDY was discussed and it went longer than expected. The issue of the school's response to minority needs was raised. People voiced an interest in seeing JORDAN PAUL. Five people (2 students and 3 teachers) decided to stay after the evening session to watch the film.
10:00–10:15	Closure: "Today I learned. . . ."

Sunday

9:00–9:15	Coffee and donuts
9:15–9:45	(We started without 4 people who had partied too long the night before.) Reviewed the day's planned agenda and discussed any additional needs. The group that had watched JORDAN PAUL wanted to spend some time talking about drug education programs. Others were interested, but some saw it as a waste of time. The group negotiated small interest group time during the time originally scheduled for COMMUNITY IN QUEST.
9:45–10:00	Sharing and reflections about yesterday
10:00–10:50	Two-thirds of the group watched and discussed COMMUNITY IN QUEST. One-third of the group spent time outlining the drug education curriculum in the community's schools. They began to develop some ideas for curriculum recommendations. Four people came in late; facilitator had to fill them in on what was going on.
10:50–11:05	Break

11:05–11:15	Energizer
11:15–12:15	Unequal Resources Activity
12:15–1:15	Lunch Break
1:15–1:30	Energizer
1:30–3:30	Small groups and large group needs assessment and sharing. This didn't take as long as expected.
3:30–3:45	Break
4:00–4:45	Closing activities, sharing.
4:45–5:10	Evaluation. People stayed around talking.

The following agendas are merely samples to help you focus on certain groups, certain time frames, and certain purposes. They are starting agendas we have used; we offer them here to start you thinking about your own possibilities.

Time	2½ days
Group:	30 8th grade students 4 police officers 4 teachers 3 adult staff members of a police/youth project
Purpose:	To create greater awareness of and sensitivity toward each other
Setting:	Either residential or nonresidential.

Wednesday night

7:00–7:15	Graffiti sheets
7:15–7:30	Name circle
7:30–7:45	Explanation of workshop expectations
7:45–8:30	Name tag activity
8:30–8:55	Forced choices activity
8:55–9:15	Depth Unfolding (see Start-Ups in structured activities section)
9:15–9:45	Process the day's activities and then close

Thursday

9:30–9:45	Energizer (Do you like your neighbor?)
9:45–11:00	Unequal resources
11:00–11:45	Break
11:15–12:00	Listening and hearing exercise (repeat, paraphrase, infer)
12:00–1:00	Lunch
1:00–2:00	Levels of response Public interview activity in small groups
2:00–5:30	Free time
5:30–6:30	Dinner
6:30–6:45	Energizer
6:45–7:45	Show COMMUNITY IN QUEST and discuss it.
7:45–8:00	Break
8:00–9:15	Do "bugging exercise" as shown in COMMUNITY IN QUEST.
9:15–9:30	Closing

9:30–11:30	Party

Friday

9:15–9:30	Energizer
9:30–10:45	Tower building activity (See structured activities section)
10:45–11:00	Break
11:00–12:00	Process the entire workshop. Review what happened.
12:00–1:00	Lunch
1:00–1:30	Closure

Time: 1½–2 hours
Group: Community service organization, civic association, etc.
Size: 10–50
Purpose: To help participants understand how drug abuse prevention is connected to the concepts of open communication and decisionmaking.
To create a basic understanding of the Social Seminar approach to drug education.

After introductions . . .

3 minutes	Share some ideas and experiences which illustrate the current approach to drug education, as represented by the Social Seminar. Explain that the activities planned for this meeting are designed to help them better understand what students, teachers, etc., are experiencing.
20 minutes	Begin with a forced choice activity (see Values Clarification section of the Resource Kit). Do two "lightweight" choices, then one serious one. (With that, you are able to set the tone for your presentation.) After each question, have each participant share his/her reasons with someone who has made the same choice; then allow each side of the room to share with the other.
15–20 minutes	Present a mini-lecture on the history of drug abuse education. 1. Scare tactics 2. Slanted information 3. Straight information 4. Straight information with decisionmaking and communications skills Support #4 above with the following assumptions: 1. Drug abuse is a symptom of an unmet need within a person. 2. To prevent drug abuse, it is important to deal with the causes or meet the needs. 3. To meet these needs, it makes sense to talk about and develop skills which will help people relate to each other, feel good about themselves, and make responsible decisions.
3 minutes	Introduce COMMUNITY IN QUEST. (Explain how it fits into the Social Seminar concept of drug abuse education.)
25 minutes	Show COMMUNITY IN QUEST.
20–25 minutes	Discuss COMMUNITY IN QUEST, focusing on communications styles the adults and students demonstrate in the film. Get reactions to the bugging exercise and the role playing sequence.
10 minutes	Close by tying the activity (forced choice) to the film. Try to draw out their

reactions to the session, and also to the approach to drug education you have been talking about.

Time: 6 hours (one staff development day for teachers)
Group: 25 K–12 teachers
Purpose: Introductory workshops to humanistic education

8:30–8:40	Coffee and donuts
8:40–8:45	Agenda review
8:45–9:00	Name circle
9:00–9:15	Introduction to humanistic education
9:15–9:45	Depth unfolding activity (See Start-Ups in structured activities.)
9:45–9:50	Application to classroom
9:50–10:00	Energizer
10:00–10:10	Values clarification theory
10:10–12:00	Values clarification strategies
12:00–12:15	Application to classroom
12:15–1:00	Lunch—brown bag
1:00–1:15	Energizer
1:15–2:00	Communication skills
2:00–2:05	Application to classroom
2:05–2:15	Energizer
2:15–3:10	WHAT IS TEACHING, WHAT IS LEARNING film and discussion
3:10–3:20	Sentence completion: "One thing I'm going to think about is. . . ."
3:20–3:30	Evaluation

G. PARTICIPANT EVALUATION OF THE SOCIAL SEMINAR

Here are some evaluation questions that you might want the participants to answer. These people can provide you with valuable feedback.

Often participants ask if they must sign their evaluations. Many trainers think that feedback is much more valuable to them if they know who is making it. If you feel this way, you might want to point this out to the people. But ultimately, the decision is theirs.

THE TRAINING LAB EVALUATION

Circle the number on the scale that indicates to what extent these objectives have been reached for you as a result of this laboratory.

1. What was the climate of the learning environment?

1	2	3	4	5	6	7
Not at all conducive to learning			Neutral			Optimal

2. How involved were you in the learning process?

1	2	3	4	5	6	7
Not at all			Neutral			Extremely involved

3. How would you feel about spending another week with the people in this lab?

1	2	3	4	5	6	7
Under no circumstances			Neutral			Great idea

4. How much influence did you have on your lab?

1	2	3	4	5	6	7
Not at all influential			Neutral			Extremely influential

5. Was the flow of communication open and two-way?

1	2	3	4	5	6	7
Not at all open or two-way			Neutral			Extremely open and two-way

6. How relevant was the learning to your back-home situation?

1	2	3	4	5	6	7
Not at all relevant			Neutral			Extremely relevant

7. How many new skills did you acquire?

1	2	3	4	5	6	7
No new skills at all			Neutral			A great many new skills

8. How much has your personal awareness (of people, other points of view, drug-related issues) been increased?

1	2	3	4	5	6	7
No increase in awareness at all			Neutral			A greatly increased awareness

9. How helpful was the trainer in the lab?

1	2	3	4	5	6	7
Not at all helpful			Neutral			Extremely helpful

10. To what extent were your personal objectives incorporated into the lab's objectives?

1	2	3	4	5	6	7
Not at all			Neutral			As completely as possible

11. How satisfied were you with the lab as a whole?

1	2	3	4	5	6	7
Not at all satisfied			Neutral			Extremely satisfied

Please list three (or more) aspects of the lab that were most important to you:
1.
2.
3.

Please list the three (or more) aspects of the lab that you found least helpful to you:
1.
2.
3.

Rate this training lab experience with other training sessions that you have attended: (Circle one)

Not as good　　About as good　　Better

Would you recommend this training lab experience to a colleague? (Circle one)

Would not recommend　　Would recommend　　Would recommend highly

Please complete:

From this Seminar I learned that I ______________________________

From this Seminar I discovered that I ______________________________

I was happy to see that I ______________________________

I was sad to see that I ______________________________

If I could have changed one thing about this Seminar, it would have been ______________

If I had the courage, the one thing I would tell the facilitator would be ______________

H. RESOURCES

A. BIBLIOGRAPHY

Edwards, Gerald. *Reaching Out—The Prevention of Drug Abuse Through Increased Interaction.* Garden City, New York: Innovative Designs for Educational Action, 1974.

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B. ORGANIZATIONS

- Center for Creative Communications
  7979 Old Georgetown Road
  Bethesda, Maryland, 20014
  (301) 652-7823

  Private consulting resource for program development, implementation, and evaluation in the following areas: Leadership training, values clarification, effective communication, humanistic education, inservice teacher education, staff development, drug education—school and community, organizational development, and alternatives for problem youth.

- Do It Now Foundation
  National Media Center
  P.O. Box 5115
  Phoenix, Arizona 85010

  Provides simple, easy to read, factual pamphlets on both legal and illegal drugs.

- Mental Health Materials Center
  419 Park Avenue South
  New York, New York 10016
  (212) 889-5760

A major activity of this nonprofit organization is its Human Services Education Resource System which offers consultation and guidance on matters relating to the education, training and information programs of mental health agencies and services. It also conducts training seminars on mental health education and publishes a variety of training materials.

- National Clearinghouse for Drug Abuse Information
  Box 1635
  Rockville, Md. 20850
  (301) 443–6500

Focal resource for Federal information on drug abuse. The Clearinghouse distributes publications and refers specialized and technical inquires to Federal, State, local, and private information resources.

- National Coordinating Council on Drug Education
  1526 18th St. N.W.
  Washington, D.C. 29936

Nonprofit organization coordinating drug education efforts in the private sector. NCCDE publishes a bi-monthly newsletter, *National Drug Reporter,* as well as other information publications, i.e., a review and evaluation of all drug abuse films.

- Social Seminar Films

Every State has the Social Seminar films. They are available through the State Film Lending Library, the State Department of Education, or the State Department of Mental Health.

- Prevention Branch
  National Institute on Drug Abuse
  11400 Rockville Pike
  Rockville, Maryland 20852

Federal focal point for activities in primary prevention, and sponsor of the Social Seminar.

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